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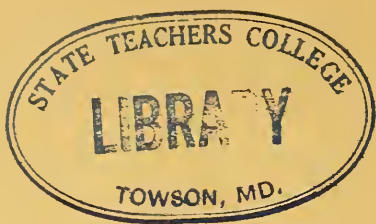
# STATE OF MARYLAND TEACHERS' YEAR BOOK

FOR THE INFORMATION AND GUIDANCE OF  
OFFICIALS AND TEACHERS OF THE PUBLIC  
SCHOOLS OF THE STATE OF MARYLAND : :



SCHOLASTIC YEAR 1913-1914

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1913/14







Hon. JAMES H. PRESTON

Mayor of Baltimore

—Photo by Holmes



# STATE OF MARYLAND

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## TEACHERS' YEAR BOOK

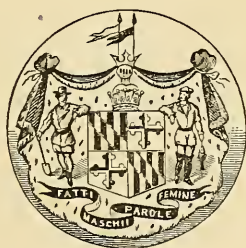
For the Information, Use and Guidance of  
the Officials and Teachers of the Public  
Schools of the State of Maryland

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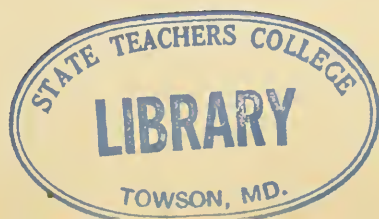
SCHOLASTIC YEAR 1913-1914

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Prepared and Published by  
M. BATES STEPHENS, State Superintendent of Public Education  
B. K. PURDUM, Assistant



BALTIMORE  
Clemmitt, Printer, No. 4 E. Lombard Street  
1913



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1913/14

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## INTRODUCTORY

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Our confidence in the helpfulness of the Year Book to Maryland school officials and teachers was strengthened during the past scholastic year by our inability to supply the demand for this particular publication. It is gratifying to believe that this booklet is proving what it was intended to be, viz: a compendium of information of special value to our teaching force. It is our hope that it will exert an ever-widening influence in claiming for the teacher greater recognition and a more popular appreciation.

In comparison with other great educational systems of the world the American school system is weak in public appreciation of the importance of the teacher's position. This defect is largely due to the teachers themselves who have been content to see a large percentage of recruits who fill vacancies come from the grammar and high school grades with no special knowledge of pedagogy and without definite training for teaching. Many of these *makeshifts* fail in leadership and bring reproach to the profession. It is incumbent on the teachers themselves to make it impossible for such persons to be put on the same plane with those who have prepared themselves for the work by training or experience. We cannot afford longer to have the rank and file of teachers measured by these invariable failures.

There will not come to our corps of teachers such appreciation as they merit, so long as public education costs our people so little in what they sacrifice for it. The American people do not enthuse over getting things for a cheap price.

There is more respect in a community for the same person doing a like service when receiving a thousand-dollar salary than when such compensation was only five hundred dollars. There must be an awakening to touch the taxpayers' pocket-book, which is still in an unregenerate state, resulting in much larger school appropriations before they will realize that our school system requires decent and generous support in order to be effective. The work which will attain such end must be done by you in your several communities. You must assume leadership and mould public opinion aright on this question, and if you have not in you those elements which make for such leadership it is at least an evidence that you are engaged in a wrong calling.

May we urge all our teachers to aspire to the highest ideals in the sphere of teaching and lend a helping hand to raise our work to a professional plane during the present school year.

Respectfully submitted,

M. BATES STEPHENS,  
*State Superintendent.*

B. K. PURDUM,  
*Assistant.*

Annapolis, Md., September 22, 1913.



# STATE OF MARYLAND

## DEPARTMENT OF EDUCATION

### ANNAPOLIS

#### State Board of Education

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EDWARD F. WEBB, *Frostburg, Md.*

#### Principal Maryland Normal and Industrial School (Colored Students)

D. S. S. GOODLOE, *Bowie, Md.*

#### County School Superintendents

JOHN E. EDWARDS.....	Cumberland.....	Allegany County.
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WOODLAND C. PHILLIPS.....	Ellicott City.....	Howard County.
JEFFERSON L. SMYTH.....	Chestertown.....	Kent County.
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FREDERICK SASSCER.....	Upper Marlboro..	Prince George's County.
BYRON J. GRIMES.....	Centreville.....	Queen Anne's County.
GEORGE W. JOY.....	Leonardtown....	St. Mary's County.
WM. H. DASHIELL.....	Princess Anne....	Somerset County.
NICHOLAS OREM.....	Easton.....	Talbot County.
W. MERRICK HUYETT.....	Hagerstown.....	Washington County.
WM. J. HOLLOWAY.....	Salisbury.....	Wicomico County.
EDGAR W. McMASTER.....	Pocomoke City...	Worcester County.

#### Baltimore City

Office, Madison and Lafayette Avenues.

FRANCIS A. SOPER, Superintendent

CHARLES J. KOCH, Assistant,	JOSEPH HANDS, Assistant
CHARLES A. A. J. MILLER, Assistant	ROLAND WATTS, Assistant.
ANDREW J. PIETSCH, Assistant	ROBERT W. ELLIOTT, Assistant

# **List of Dates, Places of Meeting and Names of Normal School Instructors for the County Institutes of Maryland for School Year 1913-1914.**

Prepared by the State Superintendent of Public Education

Name of County	Date	Normal Instructors Assigned	Meeting Place
ALLEGANY	Sept. 1-5	Inez M. Johnson. Anna M. Hyde.	Cumberland.
ANNE ARUNDLE	Sept. 1-5	Willis H. Wilcox.	Annapolis.
BALTIMORE	Sept. 1-12	No assignment.	Baltimore.
CALVERT	Oct. 13-17	Mary H. Scarborough. Camilla J. Henkle.	Prince Frederick.
CAROLINE*	Aug. 26-Sept. 11	No assignment.	Easton.
CARROLL	Sept. 8-12	Minnie L. Davis. Willis H. Wilcox.	Westminster.
CECIL	Aug. 25-29	Mary H. Scarborough. Sarah E. Richmond.	Elkton.
CHARLES†	Jan. 5-9	Assignment to be made.	Washington, D. C.
DORCHESTER**	Sept. 1-5	Assignment deferred.	Cambridge.
FREDERICK	Sept. 1-5	Sarah E. Richmond.	Frederick.
GARRETT	Sept. 1-5	Clara P. Ewing. Ella V. Ricker.	Oakland.
HARFORD	Sept. 1-5	Minnie L. Davis.	Bel Air.
HOWARD	Sept. 1-5	Edward F. Webb. Fannie K. Reiche.	Ellicott City.
KENT	Sept. 1-5	Ernest E. Race. Florence A. Snyder.	Chestertown.
MONTGOMERY†	Jan. 5-9	Assignment to be made.	Washington, D. C.
PRINCE GEORGE'S†	Jan. 5-9	Assignment to be made.	Washington, D. C.
QUEEN ANNE'S*	Aug. 26-Sept. 11	No assignment.	Easton.
SOMERSET‡	Aug. 27-Sept. 4	No assignment.	Ocean City.
ST. MARY'S†	Jan. 5-9	Assignment to be made.	Washington, D. C.
TALBOT*	Aug. 26-Sept. 11	No assignment.	Easton.
WASHINGTON	Jan. 5-9	Sarah E. Richmond. Gertrude T. Morgan.	Hagerstown.
WICOMICO‡	Aug. 27-Sept. 4	No assignment.	Ocean City.
WORCESTER‡	Aug. 27-Sept. 4	No assignment.	Ocean City.

\*Caroline, Queen Anne and Talbot teachers meet jointly in Easton.

†Charles, Montgomery, Prince George's and St. Mary's teachers meet jointly in Washington, D. C.

‡Somerset, Wicomico and Worcester teachers meet jointly in Ocean City.

\*\*Unless arrangements are made to participate in joint meeting at Ocean City.



# INSTITUTE INSTRUCTORS

RECOMMENDED BY THE STATE SUPERINTENDENT.

CHARLES H. ALBERT, Ph. D., Principal State Normal, Bloomburg, Pa.—Practical Pedagogy.

JOSEPH H. APPLE, A. M., President Hood College, Frederick, Md.—Application of Psychology to Teaching.

SAMUEL A. BAER, Ph. D., Frostburg, Md.—School Management.

RICHARD GAUSE BOONE, Ph. D., Long Beach, Cal.—General Educational Topics.

MARTIN G. BRUMBAUGH, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

JAMES E. CARROLL, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

ALEXANDER CHAPLAIN, Ped. D., Ex-Superintendent Talbot County (Maryland) Schools.—School Management.

NADINE CRUMP, 2123 F street, N. W., Washington, D. C.—Reading and Primary English.

ISOBEL DAVIDSON, Primary Supervisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. FESS, Ph. D., General Lecturer, Chicago University.—Department of History and Physics.

CHARLES B. GILBERT, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

FRANCIS H. GREEN, A. M., Department of English, West Chester, Pa., Normal.—English Grammar and Literature.

C. H. GORDINIER, Ph. D., Department of English, Shippensburg, Pa., State Normal.—English and School Management.

MARI RUEF HOFER, Teachers' College, New York, Extension Teacher, Columbia University.—Music and Games.

W. E. LUGENBEEL, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

E. ORAM LYTE, Ph. D., Principal Millersville (Pa.) Normal School.—English and School Government.

(Miss) MARION MACKENZIE, B. S., 4816 Florence avenue, West Philadelphia.—Nature Subjects.

NAN L. MILDREN, Primary (Philadelphia) Schools.—Primary Teaching.

FRANK M. McMURRY, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

CAP. E. MILLER, Sigourney, Iowa.—Elementary Agriculture in Our Public Schools.

LEON C. PRINCE, Carlisle, Pa.—Lectures on Popular Topics.

DR. GEORGE M. PHILLIPS, Principal West Chester (Pa.) Normal School.—General Pedagogy.

J. ADAMS PUFFER, 168 Great Plain Avenue, Needham, Mass.—Lecturer on Educational Topics.

(MRS.) M. LANDON REED, 1604 K street, N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

NATHAN C. SCHAEFFER, State Superintendent of Instruction, Harrisburg, Pa.—"Thinking and Learning to Think."

DAVID EUGENE SMITH, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

LEVI SEELEY, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

GEO. D. STRAYER, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

LIDA LEE TALL, Intermediate Supervisor Baltimore County, Towson, Md.—Supervision.

GEORGE W. TWITMYER, Ph. D., Superintendent Wilmington (Del.) Schools.—School Management.

JAMES H. VAN SICKLE, Superintendent Springfield, Mass., Schools.—School Management.

ORSON L. WARREN, Elmira, N. Y.—Penmanship, Biography and History.

HENRY S. WEST, Ph. D., University Cincinnati.—English.

A. DUNCAN YOCUM, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia.—Pedagogy.

ANNE ROTHWELL STEWART, 114 West Twenty-third street, Baltimore.—Expression and Physical Education.

ADA VAN STONE HARRIS, 37 East Twenty-eighth street, N. Y.—English.

L. A. ROBINSON, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

DR. O. H. CORSON, Columbus, Ohio.

WM. A. MCKEEVER, Professor Philosophy, Kansas Agricultural College, Lecturer.—Moral Education.

MARY BREVARD ROBERTS, 1305 South Fifty-third street, Philadelphia, Pa.—Interpretative Recitals.

GRACE H. HARE, 2004 Mt. Royal Terrace, Baltimore.—Methods in History, Literature and Reading.

H. D. HEMENWAY, Northampton, Mass.—Playgrounds and School Gardens.

A. R. SPAID, A. M., 505 West Twenty-first street, Wilmington, Del.—Pedagogy. Illustrated evening lectures.

EDITH KUNZ, New Brighton, N. Y.—Child Study.

STANLEY L. KREBS, care of John Wanamaker, Philadelphia, Pa.—General Pedagogy.

MERIAM S. PETERS, Supervising Principal, Calhoun School, Philadelphia, Pa.—Reading and Elementary English.

DR. BARTON W. EVERMANN, Bureau of Fisheries, Washington, D. C.—Science.

DR. W. M. DAVIDSON, Superintendent of Schools, Washington, D. C.

THOMAS G. PARRIS, Woodlawn and Sprague, Germantown, Pa.—Schoolroom Pedagogy.

DR. FRANK A. MANNY, Principal, Teachers' Training School, Baltimore.—School Curricula, etc.

DR. EDWARD F. BUCHNER, Chair of Education, Johns Hopkins University, Baltimore.

DR. SAMUEL M. NORTH, Baltimore Polytechnic.—English.

R. B. TEITRICK, Department State Superintendent, Harrisburg, Pa.

LETITIA E. WEEB, Supervisor Household Economics, Baltimore county, Maryland; 310 East Twenty-second street, Baltimore City.

(Mrs.) CHARLOTTE NEWELL, 1225 Madison avenue, Baltimore, Maryland.—English.

DR. BRUCE R. PAYNE, President George Peabody College for Teachers, Nashville, Tenn.

EFFA FUNK MUHSE, Ph. D., 2518 Seventeenth street, N. W., Washington, D. C.—Health and Sanitation.

S. R. SHEAR, Poughkeepsie, N. Y.—Supervision and School Management.

E. CLARK FONTAINE, Warrenton, Va.

ARTHUR H. HARROT, Lecturer, University Park, Col.

GERTRUDE ROLING, Primary Supervisor, Cumberland.

ELEANOR DRURY, Primary Supervisor, Annapolis.

J. MONTGOMERY GAMBRILL, Polytechnic Institute, Baltimore, Md.—History.

HULDA BRUST, Frederick, Md.—Primary Supervisor.

JAMES McILROY, JR., 3001 Cliff street, McKeesport, Pa.—Music.

## EXPRESSIONS ON EDUCATION BY AMERICAN STATESMEN AND PUBLICISTS

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BENJAMIN FRANKLIN.

1706-1790. PHILOSOPHER, STATESMAN, DIPLOMAT AND AUTHOR.

The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths. Almost all governments have therefore made it a principal object of their attention to establish and endow with proper revenues such seminaries of learning as might supply the succeeding age with men qualified to serve the public with honor to themselves and to their country.—*Writings*, II, p. 388. *Collected and ed. by A. H. Smyth. (Proposals relating to the Education of Youth in Pennsylvania. Phila.: printed in the year 1749.)*

GEORGE WASHINGTON.

1732-1799. FIRST PRESIDENT OF THE UNITED STATES. COMMANDER IN CHIEF OF THE CONTINENTAL FORCES, 1775-1783.

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.—*Speech to both Houses of Congress, Jan. 8, 1790. Writings*, XII, p. 9-10. *Sparks ed. New York, 1848.*



The first and great object with you at present is to acquire, by industry and application, such knowledge as your situation enables you to obtain as will be useful to you in life. In doing this two other important objects will be gained besides the acquisition of knowledge—namely, a habit of industry and a disrelish of that profusion of money and dissipation of time which are ever dependent upon idleness.—*Letter to George Steptoe Washington. Mount Vernon, March 23, 1789. Writings, XI, p. 370.*

## JOHN ADAMS.

1735-1826. STATESMAN; SECOND PRESIDENT OF THE UNITED STATES.

The instruction of the people in every kind of knowledge that can be of use to them in the practice of their moral duties as men, citizens and Christians, and of their political and civil duties as members of society and freemen, ought to be the care of the public, and of all who have any share in the conduct of its affairs, in a manner that never yet has been practiced in any age or nation. The education here intended is not merely that of the children of the rich and noble, but of every rank and class of people, down to the lowest and poorest. It is not too much to say that schools for the education of all should be placed at convenient distances and maintained at the public expense. The revenues of the State would be applied infinitely better, more charitably, wisely, usefully and therefore politically in this way than even in maintaining the poor. This would be the best way of preventing the existence of the poor.—*Works, VI, p. 168. Charles Francis Adams ed. Boston, 1851.*

The whole people must take upon themselves the education of the whole people and must be willing to bear the expense of it. There should not be a district of one mile square without a school in it, not founded by a charitable individual, but maintained at the expense of the people themselves.—*Letter to John Jebb. London, Sept. 10, 1785. Works, IV, p. 540. Adams ed.*

## THOMAS JEFFERSON.

1743-1826. THIRD PRESIDENT OF THE UNITED STATES. DRAFTED THE DECLARATION OF INDEPENDENCE, 1776.

I have, indeed, two great measures at heart, without which no republic can maintain itself in strength: (1) That of general education, to enable every man to judge for himself what will secure

or endanger his freedom; (2) to divide every county into hundreds, of such size that all the children of each will be within reach of a central school in it.—*Letter to Gov. Tyler. Monticello, May 26, 1810. Writings, V, p. 523-24.*

Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty.—*Letter to James Madison. Paris, Dec. 20, 1787. Writings, IV, p. 480.*

A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendents will be as wise as we are, and will know how to amend, and amend it until it shall suit their circumstances. Give it to us, then, in any shape, and receive for the inestimable boon the thanks of the young and the blessings of the old, who are past all other services but prayers for the prosperity of their country and blessings for those who promote it.—*Letter to Joseph C. Cabell. Monticello, Jan. 14, 1818. Writings, X, pp. 101-102.*

#### JAMES MADISON.

1751-1836. STATESMAN; FOURTH PRESIDENT OF THE UNITED STATES.

A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.—*Letter to W. T. Barry. Writings, p. 104.*

#### JAMES MONROE.

1758-1831. STATESMAN; FIFTH PRESIDENT OF THE UNITED STATES.

It is an opinion which I have long entertained, and which every day's experience and observation tends to confirm, that however free our political institutions may be in the commencement, liberty can not long be preserved unless the society in every district, in all its members, possesses that portion of useful knowledge which is necessary to qualify them to discharge with credit and effect those

great duties of citizens on which free government rests. The responsibility of public servants, however well provided for by the Constitution, becomes vain and useless if the people in general are not competent judges, in the course of the administration, of all the questions which it involves. If it was wise, manly, and patriotic in us to establish a free government, it is equally incumbent on us to attend to the necessary means of its preservation.—*To the Governor of Virginia. Writings, IV, p. 109. Ed. by S. M. Hamilton, New York and London, 1900.*

## DANIEL WEBSTER.

1782-1852. STATESMAN, ORATOR AND LAWYER.

Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the schoolhouse to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach. \* \* \* On the diffusion of education among the people rest the preservation and perpetuation of our free institutions.—*Speech delivered at Madison, Ind., June, 1837. Writings and Speeches, II, p. 253. Boston, 1903.*

## JAMES BUCHANAN.

1791-1868. STATESMAN; FIFTEENTH PRESIDENT OF THE UNITED STATES.

Education lies at the very root of all our institutions; it is the foundation upon which alone they can repose in safety. Shall the people be educated? is the question not of mere policy, but it is a question of life and death, upon which the existence of our present form of government depends.\* \* \* It is scarcely necessary to observe, before this enlightened audience, that it would be at war with the vital principle of our Republic to confine education to any particular class. Where there is universal suffrage, there ought to be universal education. These are the main pillars upon which our temple of liberty rests. \* \* \* The next question which demands our consideration is: Ought common schools to be established by law, for the education (of) the people? To answer this question will be but an easy task. The history of the world has established the truth of the position that there is no other effectual method of imparting education to all but by means of public schools.—*Works, I, pp. 373-374.*

## HORACE MANN.

1796-1859. STATESMAN AND EDUCATOR.

Our common schools are a system of unsurpassable grandeur and efficiency. Their influences reach, with more or less directness and intensity, all the children belonging to the State—children who are soon to be the State. They act upon these children at the most impressive period of their existence—imparting qualities of mind and heart which will be magnified by diffusion and deepened by time. until they will be involved into national character, into weal or woe. into renown or ignorance; and, at last, will stamp their ineffaceable seal upon our history.—*Annual Reports on Education*, Vol. 3, p. 420. Boston, 1868. (*Report for 1845.*)

Education must be universal. It is well when the wise and the learned discover new truths, but how much better to diffuse the truths already discovered amongst the multitude! Every addition to true knowledge is an addition to human power; and while a philosopher is discovering one new truth, millions may be propagated amongst the people. Diffusion, then, rather than discovery, is the duty of the government.—*Means and Objects of Common-School Education. Lectures and Annual Reports on Education. Cambridge*, 1867, p. 83.

The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers. \* \* \* The common school can train up children in the elements of all good knowledge and of virtue.—*Essay in the Common School Journal*, 1841.

## ABRAHAM LINCOLN.

1809-1865. LAWYER AND STATESMAN; SIXTEENTH PRESIDENT OF THE UNITED STATES.

Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this account alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the Scriptures and other works, both of a religious and moral nature, for themselves.



For my part, I desire to see the time when education—and by its means morality, sobriety, enterprise and industry—shall become much more general than at present, and should be gratified to have it in my power to contribute something to the advancement of any measures which might have a tendency to accelerate that happy period.—*Address to the People of Sangamon County, March 9, 1832. Complete Works of Abraham Lincoln, I, p. 7. Ed. by J. G. Nicolay and John Hay. New York (c1894).*

## ROBERT EDWARD LEE.

1807-1870. GENERAL IN THE CONFEDERATE ARMY, 1861-1865; PRESIDENT OF WASHINGTON COLLEGE, VA., 1865-1870.

The thorough education of all classes of the people is the most efficacious means, in my opinion, of promoting the prosperity of the South. The material interests of its citizens, as well as their moral and intellectual culture, depends upon its accomplishment.—*Letter to Gen. John B. Gordon, Dec. 1867. Recollections and Letters, etc., p. 211.*

## CHARLES BRANTLEY AYCOCK.

1859—1912. LAWYER. GOVERNOR OF NORTH CAROLINA, 1901—1905.

I believe in universal education; I believe in educating everybody. \* \* \* Did God Almighty endow any man or woman in this audience with that subtle knowledge that would enable you to go in a schoolroom of children and put your hand on the head of this 6-year-old boy and say that God appoints him to greatness and distinction and honor; to put your hand on the head of this other 6-year-old boy and say that God Almighty intended him for the ditch or to split rails? No. God hasn't conferred that power upon any of us; but He has said to us all, Open wide the schoolhouses and give to every child the opportunity to develop all there is in him. If God didn't put anything there, you and I can't bring it out; but if you and I suffer the light of such a one to be hidden under a bushel, may the sin and shame of it abide on us forevermore. \* \* \* I canvassed the State for four years in behalf of the education of the children of the State, right straight along. Sometimes on Sundays they would ask me down to the churches to talk, and I always talked about education— (At this juncture the speaker fell dead.)—*Universal Education; Unfinished Speech at Birmingham, Ala., April 4, 1912.*

## LIBERTY HYDE BAILEY.

1858—. SCIENTIST AND EDUCATOR.

Education—the development of mental power, the opening of the eyes and mind, the civilization of the individual. \* \* \* Its central purpose is to make the individual happy, for happiness is nothing more nor less than pleasant and efficient thinking. It is often said that the ignorant man may be as happy as the educated man. Relatively, this is true; absolutely, it is not. A 10-foot well is not so deep as a 20-foot well, and although the 10-foot well may be full to the brim, it holds only half as much water as the other.

The happiness of the ignorant man is largely the thoughts born of physical pleasures; that of the educated man is the thoughts born of intellectual pleasures. One may find comradeship in a groggery, the other may find it in a dandelion; and inasmuch as there are more dandelions than grogeries (in most communities), the educated man has the greater chance of happiness.—*The Nature-Study Idea*. New York, 1905, p. 29.

## CHARLES DUNCAN M'IVER.

1860—1906. EDUCATOR.

Our theory is that we no longer educate men merely for leadership, but for greater productiveness and better citizenship. The money invested in the training of a man returns an increased productiveness as a laborer. In other words, the dividend on the investment is material. The investment in the education of a woman, on the other hand, pays its dividend in kind, and results in the education of her own children and the children of others.—*Proceedings*, N. E. A., 1898, pp. 266-267.

## EDWIN ANDERSON ALDERMAN.

1861—. EDUCATOR.

Jefferson perceived the meaning of education as an influence upon national as distinct from individual development and for 40 years his mind played constantly around three lines of institutional reform in Virginia—elementary instruction for every child, in order to guarantee citizenship, to elevate economic desire, and to increase industrial capacity; secondary education, or more education for those fit for it; university education, or training for leadership.—*Inaugural Address as President of the University of Virginia*, April 13, 1905. *The University of Virginia in the Life of the Nation*. (Charlottesville? Va., 1905?) p. 100.

# COURSE OF STUDY FOR NORMAL SCHOOLS

## ACADEMIC COURSE.

(ADOPTED JUNE, 1908.)

<i>First Year.</i>	<i>First Term.</i>	<i>Second Term.</i>
ENGLISH—Composition and Rhetoric.....	5	5
HISTORY—Ancient and Medieval.....	3	3
MATHEMATICS—Algebra .....	5	5
SCIENCE—Physical Geography .....	5	
Botany .....		5
LATIN—First Latin Book (Completed).....	5	
Cæsar .....		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week .....	5	5
	—	—
	28	28

<i>Second Year.</i>	<i>First Term.</i>	<i>Second Term.</i>
ENGLISH—Composition and Rhetoric.....	3	3
Studies in English Literature with weekly Essays.		
HISTORY—Modern History .....	3	3
MATHEMATICS—Plane and Solid Geometry.....	5	5
Bookkeeping (8 weeks).		
SCIENCE—Physics .....	5	
Chemistry .....		5
LATIN—Cicero .....	5	
Virgil .....		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week .....	5	5
	—	—
	26	26

## NORMAL COURSE.

(ADOPTED JUNE, 1908.)

<i>Junior Year.</i>		<i>First Term.</i>	<i>Second Term.</i>
PEDAGOGY—Psychology .....			5
Art of Teaching.....	5		
Review of Elementary Studies:			
Grammar .....	2	3	
History .....		5	
Observation in Model School.....	5	5	
ENGLISH—History of English Literature.			
Studies in English Literature with weekly			
Essays .....	3	3	
HISTORY—Civil Government .....	5		
SCIENCE—Physiology .....	3		
Biology .....			2
ART—Drawing. Vocal Music. Elocution. Manual			
Training. Physical Training. Each one period a			
week .....	5	5	
		<hr/>	<hr/>
		28	28

<i>Senior Year.</i>		<i>First Term.</i>	<i>Second Term.</i>
PEDAGOGY—Psychology .....	3		
Principles of Teaching.....			3
School Management and School Law.....	5		
History of Education.....	3		
Review of Elementary Studies:			
Geography .....	5		
Arithmetic .....			5
English .....	2	2	
Practice Teaching in Model School (each			
member of the class must teach forty-five			
minutes daily for twenty weeks, to be fol-			
lowed by critique) .....	5	5	
SCIENCE—Nature Study .....			3
HISTORY—Constitution of United States and of Mary-			
land. Maryland Teachers' Manual.....			3
ART—Vocal Music. Elocution. Each one period a week.	2	2	
		<hr/>	<hr/>
		25	23

## COURSE IN PEDAGOGY FOR COLLEGES

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Chapter 635, Section 122E of the General Assembly of 1908 reads as follows:

"122E. Any graduate of the department of pedagogy, of any reputable college or university, maintaining a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classification by the county superintendent of the county in which said graduate may be employed to teach."

In compliance with the provisions of this Act, the State Board of Education, at a meeting held at Ocean City on June 26, 1908, prescribed the course of pedagogy (which follows), as one which will have the approval of said Board, as meeting the requirements of law. This course in pedagogy is elective by students who desire to teach, after completion of the work of the Sophomore class; and shall be pursued in connection with the major subjects of the regular college work prescribed for the Junior and Senior years.

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### JUNIOR YEAR.

#### COURSE A.—*General History of Education.*

Embracing a review of the most eminent educational theories and systems of ancient and modern times. First Term. Twice a week.

#### COURSE B.—*Psychology.*

The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second Term. Four times a week.

#### COURSE C.—*Special Method.*

Review of Elementary English, Geography and Arithmetic, and a study of methods and devices used in teaching these branches. Throughout the year. Three times a week.

#### COURSE D.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.

## SENIOR YEAR.

COURSE E.—*General Method.*

The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Twice a week for at least eighteen consecutive weeks.

COURSE F.—*School Organization and Discipline.*

This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books: supplies and apparatus. Second Term. Twice a week for at least eighteen consecutive weeks.

COURSE G.—*School Law.*

This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Second Term. Twice a week for at least eighteen consecutive weeks.

COURSE H.—*Practice Teaching.*

Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

COURSE I.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.



# LAWS AND BY-LAWS OF SPECIAL INTEREST TO TEACHERS

## ARTICLE VI.

### TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the county school board:

I, ....., having been appointed a teacher in the public school of ..... County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice discharge the duties of a teacher in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

....., Teacher.

State of Maryland, ..... County, to wit:

Sworn (or affirmed) before the subscriber.....

by ..... teacher, who in my presence has thereto set ..... name this ..... day of ....., 19....

2. It shall be the duty of teachers to have the schoolroom swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are pro-

hibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the county superintendent, the trustees and the commissioners, whenever desired.

4. They shall make a term report to the school board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable, to each particular school. They shall swear or affirm to this report before a justice of the peace or a school commissioner, if required by the By-Laws of the county school board; they shall have it endorsed by at least two school trustees; and shall deliver it to the county superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons stated in the quarterly report and accepted by the board of county school commissioners, the teacher shall forfeit the proportionate amount of salary for the time so lost. Every teacher regularly employed, who shall submit satisfactory proof of same to the county school board shall be allowed not more than twenty days for the school year for actual sickness, and the county school board shall pay to said teacher for the number of days thus lost not less than one-half of the amount of salary received by him or her when in actual service. Any time lost by the teacher, whether from sickness or any other cause, shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence and causes therefor shall be noted in the quarterly report, and the secretary of the county school board shall keep a correct statement of same in an appropriate record book.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be



held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the trustees or county school board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the board, unless reinstated by the county school board.

10. Every teacher shall furnish to the county school board an inventory of the books and stationery belonging to the board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the board of district school trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the board of county school commissioners for confirmation, and shall not be valid unless confirmed. The following shall be the form of contract and no other form shall be legal:

#### TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF.....19..

It is hereby agreed by and between the District School Trustees of School No. ...., District No. ...., and ..... that the said ..... shall be and ..... is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners of ..... County, and to the provisions of the Public School laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct; provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of ten pupils or more, shall receive as a salary less than three hundred dollars per school year; and provided further, that all white teachers holding a first-class teachers' certificate, who have taught for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers who have taught in said schools for a period of eight years, shall receive as salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second-class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said ..... on .....  
part, hereby accepts said appointment, to take effect on the.....  
day of ....., 19..

This contract shall continue from term to term, and from year to  
year, subject to revocation at any time by either of the parties hereto,  
on giving to the other party thirty days' notice, in writing, to that  
effect, and similar notice of such revocation must also be given to  
the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners  
should decide to close said school, then this agreement may be termi-  
nated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two trustees must sign.)

.....  
.....  
.....  
Trustees.  
.....  
Teacher.

The above contract is hereby ratified and confirmed by the Board  
of County School Commissioners of.....County,  
this ..... day of ....., 19..

Attest:

.....  
Secretary.

#### FORM OF DISMISSAL.

STATE OF MARYLAND, COUNTY OF.....19..  
To .....,

Teacher of Public School No. ...., Election District No. ....

You are hereby notified that your services as teacher of the  
aforesaid school will not be required after the ..... day of.....  
19.., said day being not less than thirty days from the date hereof.

(At least two trustees must sign.)

.....  
.....  
.....  
Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice  
in writing must be given to the trustees and also to the county  
school board, except in cases of emergency, of which the school

board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the chairman of the board of district trustees or to one of the school commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is nineteen years; of women teachers eighteen years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board or County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract and may lead to termination of the engagement or to the annulment of this certificate.

17. The principal teacher of every school, when the appointment has been confirmed by the county school board, is *ex-officio* the secretary of the board of district school trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the county superintendent when visiting the schools.

## ARTICLE VII.

### TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualifications as public school teachers, to persons applying for same in any county, are in the discretion of the county superintendent under the provisions of law.

2. The certificates issued by each county superintendent shall be numbered and registered in a book provided for that purpose and shall be arranged by the county superintendent, under the sanction of the county school board, as first grade, first class; first grade, second class; second grade, first class; second grade,

second class, and second grade, third class. The grade shall be determined as required by law, by the scholastic qualifications of the teacher; but the class shall be determined by the professional ability and skill of the teacher as exhibited in the schoolroom, and observed and vouched for by the county superintendent. Certificates issued by the principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools or the Normal Department of Washington College, shall have affixed to them the seal of the State Board of Education, they shall be accepted as first grade, first class certificates for a period of five years, after which time the same shall be subject to classification by the superintendent of the county where the teacher is employed; but the teacher shall have the right of appeal from the action of the county superintendent to the State Board of Education.

3. Certificates of the first grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching and the Laws and By-Laws of the Public School System of Maryland and Elements of Agriculture; those of the second grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, the Laws and By-Laws of the Public School System of Maryland, and Elements of Agriculture.

4. Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents who, with the State Superintendent, shall prepare an examination—unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of



the grade named in the certificate; *provided*, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the normal course of the normal school curriculum. The place for holding the examination will be in Annapolis, in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a teacher in the public schools of Maryland unless such a person shall hold:

(a) A certificate issued by the county superintendent where he or she proposes to teach.

(b) A certificate from a principal of a State Normal School or of the principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A normal school diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

(f) If a special High School teacher, as provided by Chapter 386 of the Acts of 1910, a certificate of proficiency in such subjects as they are required to teach; same to be approved by both the State and County Superintendent. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the County Superintendent and approved by the State Superintendent.

(g) Diplomas of graduates of colleges or universities of this State who took with the major subjects of junior and senior years the course in pedagogy recommended by the State Board of Education.

## ARTICLE VIII.

## SCHOOLS.

1. The course of study for elementary schools, which embraces the subjects required to be taught in every district school, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for high schools as given in Section 7 of this Article shall be followed in the grades of the high schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the school commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the county superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz: Thanksgiving Day, the twenty-fourth of December to the first of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration Day may each be declared a holiday at the discretion of the board of county school commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examinations shall be reported to the school board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the county school board, viz: fuel (axe and saw if needed), water bucket, drinking cup, washbasin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any principal teacher for the government of his school, with the consent of the county superintendent and the board of district trustees, and not at variance with the

school law, the By-Laws of the State Board or the By-Laws of the county school board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The classification and schedule of studies in By-Laws most recently published shall be observed in all primary, elementary and high schools.

## ARTICLE X.

### MISCELLANEOUS.

1. No pupil will be admitted to school under six years of age nor unless properly vaccinated, free from contagious diseases and decently and comfortably clothed.

2. The use of profane or unchaste language, the use of tobacco in any form, and the carrying of fire-arms or other dangerous weapons are strictly forbidden; and any pupil persistently violating this rule shall be suspended by the teacher and the case shall at once be reported to the Board of District School Trustees for their action.

3. Parents or guardians will be required to replace or pay for all books belonging to the county school board retained, destroyed or lost by their children or wards; they will also be held responsible and required to pay for all damages done by their children or wards to school houses, furniture, trees, fences, etc., belonging to the school.

4. All messages sent by parents or guardians to teachers, or by teachers to parents or guardians, must be in writing. Charges and complaints against teachers must be made to the trustees in writing. No verbal charges should be entertained by the trustees.

5. All white children between the ages of six and twenty-one years, residing on or near the dividing line of two counties, have the right to attend the public school nearest to their place of residence, and should such nearest school be in another county than the one in which they reside, upon the same terms and subject to the same rules and regulations as other children attending said schools. In the absence of any joint provision by the boards of county school commissioners of the respective counties for the maintenance of said schools, the board of county school commissioners of the county in which said children reside should pay to the board of county school commissioners in which said school is located, for each pupil so attending a school in an adjoining county, a sum equal to the average cost of each pupil in said school.

6. In cases where the laws provide that scholars "shall be appointed by the boards of county school commissioners, by and

with the advice and consent of the State Senator, in their respective counties and Senatorial districts, after a competitive examination of the candidates for such appointments," the initiative is the function of the several boards of county school commissioners exclusively, the Senator only having the power either to approve or veto such appointment.

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## RETIRED TEACHERS.

### CHAPTER 135—ACTS 1912.

Section 62. Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case before the State Board of Education, supported in all cases by the recommendation of the board of county school commissioners of the county in which said teacher has last taught, and the said board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said board, to be known as the "Teachers' Retired List," and every person so placed on said retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of the State Board of Education, so long as such pensioner is without other means of comfortable support; and the State Board of Education may in extraordinary cases waive the age limit as herein provided; provided, however, the applicant has all the other qualifications as provided herein. The Treasurer of the State Board of Education shall on or before the twentieth day of the months of September, December, March and June, of each year, certify to the Comptroller the sum of money necessary for the payment of said pensions for the current quarter as provided by this section, and the Comptroller shall, on or before the first day of the months of October, January, April and July, issue his warrant on the Treasurer of the State in favor of the Treasurer of the State Board of Education for the amount so certified; that the sum of twenty-eight thousand dollars, or so much thereof as may be necessary is hereby appropriated annually out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.



## TEACHERS' SALARIES.

## CHAPTER 138—ACTS 1912.

59. The salaries of the teachers of each county shall be fixed by the board of county school commissioners subject to the provisions of any Public Local Law or Public General Law now in force or hereafter to be passed, provided, that no white teacher regularly employed in a public school of the State of Maryland, having an average attendance of ten or more pupils, shall receive a salary less than three hundred dollars per school year; provided, Garrett county shall be exempted from the provisions of this Act.

## CHAPTER 420—ACTS 1910.

60. All white teachers regularly employed, holding a first-class teacher's certificate and having taught for a period of three years in any of the public schools of the State of Maryland, shall receive as salary not less than three hundred and fifty dollars (\$350) per annum; and provided further, that if such teacher hold a first-class teacher's certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive an annual salary of not less than four hundred dollars (\$400); and provided further, that if a teacher holds a first-class teacher's certificate and has taught in the public schools of Maryland for a period of eight years, he or she shall receive as an annual salary not less than four hundred and fifty dollars (\$450); and provided further, that if a teacher holds a second-class teacher's certificate and has taught in the public schools of the State of Maryland for a period of eight years, he or she shall receive as an annual salary not less than three hundred and fifty dollars (\$350). The county commissioners of each county shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

## TEACHERS' LIFE CERTIFICATES

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At a meeting of the State Board of Education, held March 17, 1909, the following by-laws governing the granting of life certificates was adopted:

"Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days; which examination shall embrace the subjects of the Normal Course of the Normal School curriculum.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of Life Certificates—first and second grade. Teachers who hold first-class, second grade certificates, and who meet all the requirements of the law, may apply for a second grade life certificate.

## MARYLAND STATE TEACHERS' ASSOCIATION

## ABSTRACT OF PROCEEDINGS

By HUGH W. CALDWELL, Secretary

## FORTY-SIXTH ANNUAL MEETING.

The Forty-sixth Annual Meeting of the Maryland State Teachers' Association was held at St. John's College, Annapolis, Maryland, June 24-27, 1913.

## . OFFICERS.

The meeting was in charge of the following officers: James B. Noble, president; Earle B. Wood, vice-president; Charles F. Padatz, second vice-president; R. Berryman, treasurer; Hugh W. Caldwell, secretary; executive committee, James B. Noble, Earle B. Wood, Charles H. Remsberg, Thomas C. Bruff and Edith M. Hill.

## OFFICERS OF DEPARTMENTS.

The following officers had charge of the departments:

Department of Secondary Education—Olin R. Rice, president, and Naomi Crowl, secretary.

Department of Rural Education—Clarence G. Cooper, president, and John T. Hershner, secretary.

Department of Elementary Education, Primary Section—Lena Gertrude Roling, president, and Ella V. Kreig, secretary.

Department of Elementary Education, Grammar Section—Robert Porter, president, and Emily Barnes, secretary.

## MEMBERSHIP.

"All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this constitution, and

may continue his membership from year to year by the payment of the annual dues aforesaid."

The membership for last year (1912) was 955—this year (1913) the membership will be a little below 800. *The membership should be 3,000.* Each teacher and school official in the State should be identified with this Association. The membership fee entitles you to reduced rates at hotels, an official program, a badge and a printed copy of the proceedings. Please send your fee to Hugh W. Caldwell, secretary, Chesapeake City, Maryland.

#### THE PROGRAM.

Addresses were made before the Annapolis meeting by Dr. Thomas Fell, Hon. George T. Melvin, Superintendent John E. Edwards, James B. Noble, Hon. Phillips Lee Goldsborough, Dr. A. Duncan Yocum, of the University of Pennsylvania; Dr. Thomas S. Baker, Dr. M. Bates Stephens, Dr. Thomas H. Lewis, Mr. Arthur D. Call, of Washington, D. C.; Prof. C. B. Stoudt, Prof. David Weglein, Dr. Edward Buchner, Mr. O. H. Benson, Department of Agriculture, Washington, D. C.; Mr. F. B. Jenks, Rural Education, Washington, D. C.; Mr. Ingham Lord, Miss Inez Johnson, Miss A. B. Williams, Miss Mary Brewer, Miss Theresa Wiedefeld, Miss Mary Moore Garey, Prof. Azubah J. Latham, of the Teachers' College, New York; Miss Anna D. C. Kreiger, Miss Irene Harrington, Mr. George Fox, Miss Clara Dobbin, Miss Margaret Hepburn and others. Those having charge of the music are given in the report of the Committee on Resolutions.

#### TREASURER BERRYMAN'S REPORT.

Dr. R. Berryman submitted his report showing receipts of \$1,073.40, with expenditures of \$776.33, leaving a cash balance of \$297.07.

#### RESOLUTIONS.

The Committee on Resolutions submitted the following report, which was adopted:

WHEREAS, It has pleased God in His wise Providence to remove from our midst our friends and co-workers Prof. S. N. Young, assistant superintendent of Frederick County, and Prof. R. M. Brown, of Baltimore City, therefore be it

*Resolved*, That in their death the Association has sustained a loss of two of its most valuable members, and that while we greatly

deplore their loss, we bow in humble submission to the will of Him who doeth all things well, and that the Association extend to the families of the deceased its sincere expression of sympathy; and be it further

*Resolved*, That a copy of these resolutions be sent to the families of the deceased.

WHEREAS, This Association has heard with deep regret of the serious illness of one of its most valued members, Superintendent Charles T. Wright, of Harford County, be it

*Resolved*, that we convey to him, through the secretary, our earnest hope that he may be speedily restored to complete health.

WHEREAS, The Russel Sage Foundation Fund has served a good and useful purpose in calling attention to the weak points in the school systems of the various States, and

WHEREAS, The principal points of inefficiency evidenced by that investigation in the schools of the State of Maryland are directly traceable to the fact that in this State the funds supplied for conducting its schools are relatively low, be it

*Resolved*, Therefore, that we go on record in our belief that many of these weaknesses can easily be remedied if the State and the county authorities will levy for school purposes an amount of money which will compare favorably with that furnished in other States for this purpose.

WHEREAS, The Compulsory School Attendance Law, enacted by the last General Assembly of Maryland, has been a success in those counties in which it has been applied, and

WHEREAS, We believe that the enforcement of such a law is for the best interest of the future citizenship of the State, be it

*Resolved*, That we give this law our full and complete endorsement and that we urge upon the several school boards of the State of Maryland the necessity for adopting it in those counties in which it has not yet been enforced.

WHEREAS, This, the Forty-sixth Annual Meeting of the Maryland State Teachers' Association has been a delightful success, and

WHEREAS, This success has in a large measure been due to the efforts of the several speakers on the program and to the hospitality and kindness of the people of Annapolis and the several civic organizations therein, be it



*Resolved*, That we extend our thanks to these good people for inviting us to this delightful and historic city; to the Annapolis Chamber of Commerce, which has shown an unusual interest in our comfort; to the Women's Civic League for their interest in our pleasure; to the First Methodist Episcopal Church for the use of its assembly room; to St. John's College for the liberal use of all of its buildings; to the Eastern Shore Development and Steamship Company for the pleasant trip on the bay; to the management of Carvel Hall for its uniform courtesies; to the Remington Typewriter Company; the Dulaney-Vernay Company, and the Maryland Medical and Chiurgical Faculty for their interesting exhibits, to all of these and to others who have been instrumental in making our stay in this hospitable city a pleasant and agreeable recollection, we extend our sincere thanks for these and all other courtesies.

To the various speakers at our general meetings, including Hon. Phillips Lee Goldsborough, Governor of Maryland, whose attitude toward the proposed State University and the improvement of the rural schools of the State, we heartily endorse; Dr. Thomas Fell, president of St. John's College; Hon. George T. Melvin, Annapolis, Maryland; Dr. A. Duncan Yocum, of the University of Pennsylvania; Dr. Thomas S. Baker, director of Tome School for Boys; Dr. Arthur D. Call, of the American Peace League; our own State Superintendent, Dr. M. Bates Stephens, and to all of those participating in our sectional meetings, of whom we would mention especially Dr. Edward Buchner, of Johns Hopkins University; Mr. David E. Weglein, principal of the Western High School, Baltimore; O. H. Benson, of the United States Department of Agriculture; F. B. Jenks, of the United States Bureau of Education; Prof. A. J. Lathan, of the Teachers' College, of New York City, and to Prof. Charles A. Zimmerman, Prof. Thomas L. Gibson, Miss Elizabeth Schaefer, Miss Sarah Williams, Mr. Walter Wilkinson, Mr. C. C. Clemson and Mr. Herman Holden, who have added to our musical program, and to all others who took part in our program, we extend our sincere thanks and appreciation for the profit, pleasure and inspiration thereby received.

Finally, for the arrangement of this splendid program, we would not be unmindful of our active Executive Committee, and especially to our efficient retiring president, Prof. James B. Noble, for his faithful and successful efforts in making this one of the most enjoyable and profitable meetings in the history of the Association.

NICHOLAS OREM, *Chairman*,  
CHARLES H. KOLB,  
ANNIE E. JOHNSTON,  
*Committee on Resolutions.*

## BUSINESS MEETING.

The following resolution was presented by Hon. George T. Melvin at the business meeting Friday morning and adopted by a unanimous vote:

"That the minimum salary of all teachers shall be \$480.00 per year, and that the maximum shall not be less than \$600.00 per year, and that all salaries shall be paid monthly."

## NEW OFFICERS.

The following officers will have charge of the Association for 1913-1914:

President—Woodward C. Phillips.

Vice-President—James B. Noble.

Second Vice-President—Charles F. Raddatz.

Treasurer—Dr. R. Berryman.

Secretary—Hugh W. Caldwell.

Executive Committee—Woodland C. Phillips, James B. Noble, Charles H. Remsberg, Edith M. Hill and William J. Holloway.

## STATE TEACHERS' READING CIRCLE

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### ORGANIZATION.

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis.

Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore.

Miss Sarah E. Richmond, State Normal School Baltimore.

Mr. H. H. Murphy, Principal High School, Reisterstown.

Miss M. M. Robinson, Western Maryland College, Westminster.

Mr. Edward M. Noble, Superintendent of Schools, Caroline County, Denton.

Mr. B. K. Purdum, Assistant State Superintendent of Public Education, Annapolis.

Mr. Nicholas Orem, Superintendent Schools, Talbot County, Easton.

Miss M. W. Tarr, State Normal School, Baltimore.

This board is to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above act. The Board of Managers is organized with Dr. M. Bates Stephens, *ex-officio*, chairman, and Miss M. W. Tarr, secretary.

### CERTIFICATES AND TESTIMONIALS.

*Certificates*, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evi-

dence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the secretary.

*Testimonials*, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

#### ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

#### MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Tarr.

#### COURSES OF STUDY.

There are four courses of study outlined for the year 1912-13—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1912-13 must take the major course, Pedagogy, and in addition, one of the minor courses—Literature, History or Science—prescribed for 1912-13.

## REQUIRED READING FOR 1913-14.

PEDAGOGY—"What Children Study and Why," by Charles B. Gilbert. Published by Silver, Burdett & Co., N. Y. Price, single copies, postpaid, \$1.10; in lots of ten or more, to County Superintendents, \$1.00, charges prepaid.

In connection with this book, the State Superintendent with the co-operation of the County Superintendents, has planned for the teachers an intensive study of the State Course of Study.

HISTORY—"The Colonial Period," by Andrews. Published by Henry Holt & Co. Single copies, 45 cents, prepaid; in lots of ten or more, 42 cents, prepaid. And "Story of Geographical Discovery," by Jacobs. Published by D. Appleton & Co. Price, 35 cents, postpaid. History cannot be intelligently studied without constant use of a historical atlas, and this is particularly true of the story of geographical expansion. The Historical Atlas, by Prof. W. R. Shepherd, (Holt & Co., \$2.50) is by far the best, but may be too expensive for many teachers. In that case the board recommends the atlases in the remarkable "Everyman" series, published by E. P. Dutton & Co., 681 Fifth Avenue, New York City. Volumes are now ready on America, Europe and Asia, and one on Africa is in press. They are small, but contain admirably clear maps in colors. Single copies will be sent for 35 cents, lots of ten or more for 32 cents, lots of twenty-five or more 30 cents; postage is about eight cents a copy. Mention the Reading Circle Board when ordering.

ENGLISH—"Masters of Literature," by Gwynn. Published by Macmillan Company. Price, single copies, postpaid, 90 cents; in lots of ten or more, carriage paid, 80 cents.

SCIENCE—"Constructive Rural Sociology," by Gillette. Published by Sturgis & Walton Company, New York City. Price, single copies, \$1.25. Postage or expressage prepaid.

All communications relating to Reading Circle work should be directed to Miss M. W. Tarr, State Normal School, Baltimore, Md.

## PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible, members are advised to purchase their books through the superintendent of their county, as books so purchased can frequently be obtained at lower prices than those quoted above.



## THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

## 1901-1902.

Hinsdale's "Art of Study."  
Barrett Wendell's "English Composition."  
Shakespeare's "Julius Cæsar" and "As You Like It."  
Scott's "Nature Study and the Child."

## 1902-1903.

White's "The Art of Teaching."  
Matthew's "Introduction of American Literature."  
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."  
Hodge's "Nature Study and Life."

## 1903-1904.

Shaw's "School Hygiene."  
Bliss Perry's "A Study of Prose Fiction."  
Scott's "Ivanhoe."  
Andrew's "Botany All the Year Round."

## 1904-1905.

McMurry's "The Method of the Recitation."  
Bliss Perry's "The Study of Prose Fiction."  
George Eliot's "Silas Marner."  
Andrew's "Botany All the Year Round."

## 1905-1906.

James' "Talks to Teachers."  
Thackeray's "Henry Esmond" and "Vanity Fair."  
Fiske's "Critical Period in American History."  
Ball's "Starland."

## 1906-1907.

Seeley's "History of Education."  
Chubb's "The Study and Teaching of English."  
Hart's "Source Book of American History."  
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."  
 Chubb's "The Study and Teaching of English."  
 Bryant's "How to Tell Stories."  
 Sparks' "The Men Who Made the Nation."  
 Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."  
 Colby's "Literature and Life in School."  
 Browne's "Maryland. The History of the Palatinate."  
 Wright's "The Citizen Bird."

1909-1910.

Bagley's "The Educative Process."  
 Heydrick's "How to Study Literature."  
 Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."  
 McMurry's "Special Method in History."  
 Johnston's "The Problem of Adapting History to Children in the  
 Elementary Schools."  
 Allen's "Civics and Health."

1910-1911.

McMurry's "How to Study and Teaching How to Study."  
 Coman's "Industrial History."  
 Fisher and Cotton's "Agriculture for Common Schools."  
 Seward's "Narrative and Lyric Poems for Students."  
 Heydrick's "How to Study Literature."

1911-1912.

(a) Briggs and Coffman's "Reading in the Public Schools," (b)  
 Kirkpatrick's "Fundamentals of Child Study,"  
 (a) Bruce's "Daniel Boone and the Wilderness Road," (b)  
 Coman's "Industrial History."  
 Arlo Bates' "Talks on Writing English," Second Series.  
 Sutherland's "Teaching of Geography."

1912-1913.

Strayer's "A Brief Course in the Teaching Process."  
 Johnston's "High School Education."  
 Lecky's "The American Revolution."  
 Esenwein's "Writing the Short Story," and Cody's "The World's  
 Greatest Short Stories."  
 McKeever's "Farm Boys and Girls."

## CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1912-13.

*CAUTION—Read the directions before writing, and follow them carefully and fully.*

## SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch on the left for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report of reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the fault.
9. All themes should be handed in not later than September 1, 1913. The secretary will return rejected themes to the writer by November 1, to be re-written if the writer so desires. All themes will be returned to the writer by December 1, 1913.

PEDAGOGY—"A brief Course in the Teaching Process," by *George Drayton Strayer*. Published by Macmillan Company, New York. Price, single copies, postpaid, \$1.12; in lots of ten or more, carriage prepaid, \$1.00.

*Directions*—Write upon one or more of the topics given, paper to total not less than 2,500 words; or answer twenty (at least one from each chapter) of the exercises designated by chapter and number.

Quote sparingly in your theme work, and designate quotations by proper reference marks. The aim of the committee is not that the writer shall collect excerpts—though even this has a value—but to be certain that the writer has so appreciated the contents of the text that they have become a part of her mental self and that she can write as one who thinks and reasons for herself.

#### TOPICS :

1. The art of questioning.
2. Prepare a lesson plan in history, home geography or industrial arithmetic.
3. How we can influence the lives of our pupils while out of school.
4. The instinctive equipment of children.
5. The meaning of education.
6. Drill and its function.
7. Lesson types, a description and discussion.
8. The study lesson and its function.
9. The social phase of school life.
10. The responsibility of the teacher in the moral training of her pupils.
11. Apply the Stone Arithmetic Test to your sixth year grade; tabulate results and draw conclusions.

#### EXERCISES :

Chapter	I.—4, 9, 12.	Chapter	IX.—1, 3, 4.
"	II.—2, 4, 14.	"	X.—2, 9, 11.
"	III.—1, 5, 16.	"	XI.—1, 7, 11.
"	IV.—3, 9, 10.	"	XII.—1, 9, 12.
"	V.—1, 10, 16.	"	XIII.—1, 12, 15.
"	VI.—2, 6, 16.	"	XIV.—1, 3, 9.
"	VII.—1, 11, 14.	"	XV.—1, 9, 16.
"	VIII.—2, 4, 16.	"	XVII.—3, 4, 10.

*Note*—High school teachers are permitted to make their study and prepare their theme from "High School Education," by Johnston. Published by Scribner. Price, single copies, \$1.35,

postpaid; in lots of ten or more, \$1.20, express charges prepaid on orders placed direct with the publisher.

**SUGGESTIONS**—Let your quotations be few and apt, giving the author due credit for what you have quoted. Express a thought clearly and do not repeat. Avoid complicated sentences. Read the whole work carefully before selecting your topics.

“High School Education” is broad in its scope and varied in its treatment of topics. It takes up the needs of the modern high school, the demands of the college upon said school, the adjustment of its course of study and its curriculum to meet best the needs of life and to give the culture which should be the inheritance of every high school graduate.

**REQUIREMENTS**—To give an intelligent digest of the contents of the whole book would make too great a demand upon the teacher's time. For this reason the committee requires that one theme of about fifteen hundred words be written, using for the subject of the theme any four topics selected from those on pages VIII and IX, omitting the XIIIth of the introduction.

The committee recommends that the contents of Chapters IV, V, XI, XIX, XX, XXVI, as well as the chapter relating to the special subject taught by the writer be considered when selecting the topics.

**HISTORY**—“The American Revolution,” by *Lecky*. Published by D. Appleton & Co., N. Y. Price, 80 cents, in lots of ten or more, carriage charges prepaid; single copies, 90 cents per copy, postpaid.

Write a paper dealing with those phases of the American Revolution outlined below. The treatment should be as brief as possible, but complete enough in each case to demonstrate a clear understanding. Reference should be made frequently to the text of *Lecky* to show the basis for statements made; and in each case exact page references should be given. When *Lecky* (or any other writer) is quoted, care should be taken to use his exact language, to inclose the quoted portions in quotation marks, and to indicate the precise page from which the statement is taken. Quotations, however, should not be used very frequently.



## TOPICS FOR DISCUSSION.

- I. The Colonial policy of British government after 1760.
  1. Enforcement of the Navigation Acts. Give examples of this policy in practice. Why was it adopted by England? Why did the Americans object?
  2. Taxation by Parliament. Give examples. What was to be done with the proceeds of the taxes? Why did the Americans object? By what arguments could the imperial (English) government be defended? Did "representation" mean the same thing to the English as to the Americans? Explain.
  3. Keeping a standing army in the United States. Object? American objections?
- II. The Revolution as a Civil War.

Explain the terms: "Whig," "patriot," "Tory," "loyalist."  
Discuss the consequences of these differences of opinion.
- III. British statesmen friendly to the patriot cause.

The most prominent ones (three or four); define exactly their attitude and explain how they defended their position.
- IV. Predictions of revolt and independence: Mention several and reasons assigned by those who made them.
- V. Explain and comment upon each of the following statements:
  - (a) "The general aspect of the American people during the contest (Revolution) was far from heroic or sublime."
  - (b) "The war occurred because the colonies strongly desired self-government, under the king's sovereignty; while England wished to organize a strong empire, with centralized control."

SCIENCE—"Farm Boys and Girls," by *McKeever*. Published by Mac-Millan Company, N. Y. Price, single copies, postpaid, \$1.08; in lots of ten or more, carriage prepaid, 96 cents.

Candidates for credit in Science may fulfill either of the following requirements:

*First*—Answer the questions indicated below, in papers averaging about 300 words each, making a total of 2,100 words; or

*Second*—Use any one of the topics indicated as a subject for an essay of about 2,000 words:

1. Discuss the rural home with reference to the character development of children.
2. State reason for boys and girls leaving the rural home; explain the remedy.
3. What responsibility is put on the rural church?
4. What factors make for a rural teacher's success?
5. Discuss the importance of athletic, industrial and literary contests; state your experience, if any, in this direction.
6. Outline fully a plan for interesting your pupils and patrons in some contest and explain your method of executing it.
7. State your conclusions derived from the study of the text in the light of your own experience.

ENGLISH—"Writing the Short Story," by *Esenwein*. Published by Hinds, Noble & Eldredge, N. Y. Price, when shipped to teachers in small lots or single copies, 70 cents, subject to added postage. On quantities sufficient to supply an entire county circle, delivered in one package, freight is prepaid.

In connection with "Writing the Short Story," will be read "The World's Greatest Short Stories," by *Sherwin Cody*. Published by A. C. McClurg & Co., Chicago. Price, 70 cents per copy.

Members are required to present one theme of not more than 1,500 words from the following subjects showing:

1. How any one of the selected stories illustrates any or all of the seven characteristics of the short story as stated by *Esenwein*.
2. How the stories illustrate the various kinds of plots as explained by *Esenwein*.
3. How Crisis, Suspense, Climax, Denouement and Conclusion, as explained by *Esenwein* are explained in one or more of the stories.
4. The means by which the leading characters in any three of the stories are portrayed.

M. W. TARR, Secretary,

*Maryland State Normal School, Baltimore.*

## EXTRACTS FROM SECRETARY'S TWELFTH ANNUAL REPORT.

The following extracts from the secretary's twelfth annual report of the Maryland State Teachers' Association will be of general interest.

The records for the year 1912-13 show an enrollment of 1,082, the largest membership in the history of the Association, distributed as follows:

Allegany .....	107	Howard .....	39
Anne Arundel .....	0	Kent .....	73
Baltimore County .....	0	Montgomery .....	16
Calvert .....	0	Prince George's .....	7
Caroline .....	81	Queen Anne's .....	83
Carroll .....	33	St. Mary's .....	0
Cecil .....	109	Somerset .....	60
Charles .....	0	Talbot .....	49
Dorchester .....	50	Washington .....	33
Frederick .....	30	Wicomico .....	147
Garrett .....	95	Washington, D. C. ....	1
Harford .....	24	Worcester .....	45

Total ..... 1,082

## CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

## COURSE OF 1910-1911.

M. Lucetta Sisk.....Caroline County.  
Bertha E. Cooper.....Wicomico County.

## COURSE OF 1911-1912.

*Baltimore County.*

Amy R. Read.

*Caroline County.*

Sadie Allen	Laura Melvin
Dorothy Andrew	G. O. Mudge
A. C. Brower	Dora Noble
Ethel P. Cade	Cecille M. Parks
Olivia M. Coffin	Nona L. Parks
Lelia J. Cox	Myrtle Patchett
Lillie E. Doty	Mae Price
Elizabeth Dukes	Mary E. Raughley
Hattie Dukes	Caroline P. Redden
Myrtle M. Dukes	Elsie Lee Roe
Louise Fleetwood	M. Elise Roe
Mary Fleetwood	Olivia P. Roe
Mary Moore Garey	Ellen B. Ruby
Pauline Goslee	Susan W. Saulsbury
S. Grace Greenlee	Margaret Screen
Arthur L. Greenwood	Bertha S. Shull
Ella Harrison	Inez A. Sinclair
M. Louise Higgins.	Ursula Slaughter
Hettie Horsey	Virgie A. Williams
J. Walter Hoffington	Lola M. Willoughby
Mabel Knotts	Addie L. Wilson

*Cecil County.*

Charlotte E. Cann	Ella Cann
Frances Cleaves.	

*Dorchester County.*

Ethel Tubman.

*Kent County.*

Mary J. Vansant.

*Talbot County.*

Lina Bridges.	M. Ethel Cooper
Sadie B. Bridges	Bessie A. Gretzinger

*Wicomico County.*

Rowie Baus	Blanche Owens
Addie K. Bennett	Edna Owens
Myra E. Bennett	Mattie E. Parker
Mollie E. Betts	Pearl Phillips
Lula Bounds	Alice Pollitt
May Brittingham	Ruth Powell
Maunder Brown	Amy Grace Robertson
Katherine Bussells	Edith Shockley
Sallie J. Clash	Belle Jackson Smith
Clara M. Culver	Eva Allen Smith
Mattie F. Culver	Mary Cooper Smith
L. Katherine Darby	Nancy Hooper Smith
L. Cora Gillis	Ida M. Taylor
Viola Goslee	Alice Toadvine
May Hamblin	Mary E. Toadvine
Grace Harrington	Thomas H. Truitt
Mamie Hastings	Nina Venables
Mary C. Hill	Julia N. Waller
Gertrude Killiam	A. Edna Windsor
Alice Morris	Mattie E. Windsor
Edna Morris	Mary E. Wood
Ida Morris	Eva Wright
Inez Morris	Lulu E. Wright
Mamie Morris	

## TESTIMONIALS AWARDED.

The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma:

Elizabeth S. Dukes.....	Caroline County.
Hattie Dukes.....	Caroline County.
Myrtle M. Dukes.....	Caroline County.
Pauline K. Goslee.....	Caroline County.
Caroline P. Redden.....	Caroline County.
Susan W. Saulsbury.....	Caroline County.
Addie L. Wilson.....	Caroline County.



Ella Cann.....	Cecil County.
Helen Davidson.....	Cecil County.
Frances Cleaves.....	Cecil County.
Charlotte E. Cann.....	Cecil County.
Lina Bridges.....	Talbot County.
M. Ethel Cooper.....	Talbot County.
Bessie A. Gretzinger.....	Talbot County.
Sallie J. Clash.....	Wicomico County.
Blanche Owens.....	Wicomico County.
Ruth Powell.....	Wicomico County.
Mary Cooper Smith.....	Wicomico County.
Thomas H. Truitt.....	Wicomico County.

## THEMES.

All themes are to be handed in not later than September 1. The secretary will return rejected themes to the writer by November 1 to be re-written if the writer so desires. All themes will be returned to the writer by December 1.

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During the year the Reading Circle has been under the direction of the following officers:

- Dr. M. Bates Stephens, *ex-officio*, chairman, Annapolis.  
Miss S. E. Richmond, State Normal School, Baltimore.  
Mr. J. Montgomery Gambrill, Polytechnic Institute, Baltimore.  
Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis, Md.  
Miss M. M. Robinson, Western Maryland College, Westminster, Md.  
Mr. H. H. Murphy, Principal Franklin High School, Reisterstown, Md.  
Mr. Edward M. Noble, County Superintendent of Schools, Denton, Md.  
Mr. Nicholas Orem, County Superintendent of Schools, Easton, Maryland.  
Miss M. W. Tarr, Secretary, Maryland State Normal School, Baltimore, Md.

At a meeting of the Board of Managers held April 17, 1913, the Auditing Committee reported that it had examined the accounts of the treasurer for the period beginning July 13, 1911, and ending April 17, 1913, and found the same correct. The receipts, disbursements and balances are as follows:

1911.	
Balance on hand, July 13.....	\$688.53
Receipts, July 13 to September 1, 1912.....	198.02
	<hr/>
	\$886.55
Disbursements, July 13, 1911, to September 1, 1912...	\$130.42
	<hr/>
Balance.....	\$756.13
1912.	
Balance on hand, September 1, 1912.....	\$756.13
Receipts, September 1, 1912, to April 17, 1913.....	180.00
	<hr/>
Total .....	\$936.13
Disbursements, September 1, 1912, to April 17, 1913...	\$150.18
	<hr/>
Balance on hand, April 17, 1913.....	\$785.95

SARAH E. RICHMOND,

B. K. PURDUM,

*Auditing Committee.*

Since the above report was submitted the treasurer has entered additional receipts and disbursements, bringing the present balance on hand up to \$853.60.

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As the terms of three members expire at this time—those of Miss Robinson, Miss Tarr and Mr. Gambrill, it is necessary for the Association to appoint their successors.

Respectfully submitted,

M. W. TARR, *Secretary.*

## OUTLINES IN ELEMENTARY GEOGRAPHY

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ERNEST E. RACE, Department of Science, Maryland State Normal School, Baltimore.

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### HOME GEOGRAPHY.

The study of geography ought to begin at home, it ought to end at home, and the home should be prominent all through the course. The division of the subject naturally follows the three main stages of a child's development—accumulation of facts, simple relationships, response to environment. These phases have been named as follows:

- I. The Elementary Stage.
- II. The Intermediate Stage.
- III. The Advanced Stage.

#### I. THE ELEMENTARY STAGE.

The matter suggested in the elementary stage is applicable to work of grades one to four. It is the business of home geography to furnish a basis of actual personal experience, which will enable pupils to imagine distant lands. But while laying a broad foundation and accumulating a mass of facts and experiences, the teacher will do well to have in mind a definite goal to which the discipline of the elementary stage is to lead. Nothing is more essential than the thorough comprehension of a map. The ability to read a map and fully interpret it is the basis of all true geographical progress. It has been the writer's experience that only a limited proportion of high school and normal pupils and even educated adults have even a meager and imperfect conception of the full meaning of a map. Hence, let the understanding of maps and the ability to use them be the main object of the elementary stage of geography.

#### GRADE I.

Geographical topics will naturally find a place in grade one. It matters little whether you call it geography or nature study.

The work should be limited to observation by the pupils. No attempts should be made to offer explanations which belong to more advanced grades. This elementary work should be grouped about heat and water—the chief factors in climatic conditions. Most of the work can best be presented as simple experiments in the class room, which will require only a alcohol lamp and a basin. The following are the topics suggested:

1. *Properties of Water*—solution, buoyancy, absorption.

2. *Vaporization.*

Rapid vaporization—boiling.

Slow vaporization—evaporation.

3. *Condensation.*

4. *Forms of Water*—

(a) Steam, fog, clouds.

(b) Frost, ice, snow.

(c) Dew, rain.

**SNOW**—Snow is the most striking of the natural forms of water; observe its purity on first falling and the beauty it gives to nature. Study the graceful crystals and correlate with motor activities by drawing the forms, making paper sleds, etc. Read poems about snow and try to stimulate the formation of mental images of snow scenes.

**RAIN**—During rainy weather discuss rainy-day experiences, the benefits of rain, the effects of drouths, rainless countries. Try to imagine a desert. Compare home with moist and dry countries.

**TEMPERATURE**—As the fall advances note the change in temperature and associate this with various autumnal changes. Likewise note the phenomena of awakening spring. Associate the daily change of temperature with the movements of the sun—morning temperature and morning sun, midday temperature and midday sun, etc. Discuss the season in which plants grow best. Exhibit winter and summer scenes. When are animals most in evidence? Show pictures of plant and animal life in warm and cold countries. Notice how the school-room plants turn toward the sun. Associate the winds with the temperature when there is a pronounced north or south wind. On such occasions have the stories of Kabibonokka and Shawondasee. Associate nature stories with the four cardinal winds.

**WINDS**—Note the effect of winds most obvious to children. Discuss uses of winds that appeal to children.

SUN—Discuss the sun as the source of the earth's light and heat. Compare temperatures during day and night. Note sunrise and sunset points and color of morning and evening sky.

HEAT AS A CONTROL OF LIFE AND OCCUPATION—Note in a simple way how heat controls life and occupations. Refer to effect on plants and animals. Discuss the changes which people make at home and in dress with the approach of winter weather. Difference in sports in summer and winter. Is the time for play after school as long in winter as it was in the fall?

WEATHER OBSERVATIONS—Make observations upon the kind of day, the direction of the wind, the position of the sun at fixed hours of the day, and nature notes. Teach the children the use of the compass and the weather vane.

#### GRADE II.

The study of land, water and air should reveal their energy and life sustaining functions. The cycle transformation of water, as rain, stream, lake, vapor, and its functions in sustaining life in plant, beast and man should be emphasized. The subject should be developed in parallel, rather than in any definite series.

MAN IN HIS RELATION TO THE LAND—We build our homes upon the land and travel over it. We get most of our food, and material for our home and clothing from it.

MAN AND HIS RELATION TO THE WATER—Uses of water to man, plants, and animals, the earth and sky. Means of securing a water supply. Few people in dry countries. We travel on water and obtain some food from water. Falls furnish power and light. Resorts by sea and lake.

MAN AND HIS RELATION TO THE AIR—The atmosphere a necessity. Breathing and ventilation. The air distributes the heat and moisture. (Noticed in connection with winds). The air has power—turns windmills, propels ships, etc. Carries balloons and air ships. Correlate with paper work in the manufacture of windmills, kites and boats. Prepare for a study of transportation and travel in the next grade.

WATER—The following topics are suggested in connection with water:

FORMS OF WATER—Review the experimental work of grade one. Observe the cloud of vapor which rises from the land after a warm rain or from the surface of a body of water in winter. Explain. Show by simple experiments how cold produces clouds and rainfall.



RAINFALL—On field trips note that rain sinks into the ground and forms springs and that surface water forms pools, streams, lakes, etc.

TRANSPORTATION BY WATER—Observe how a hard rain washes debris. Investigate the kind of material carried by a stream, and notice where streams have overflowed and deposited sediment. If a stream is not accessible, rain gutters will show how water washes soil to a lower level and deposits it.

WATER AND SOIL FORMATION—Collect stones and name the common varieties. Note examples of rock crumbling and endeavor to lead, not force, the children to appreciate something of the work of water. If a beach is accessible, call attention to how the waves pound the rocks to fineness. A railroad cut will show different layers deposited by water and the gradations from top soil to solid rock. Explain why the soil is darker on top.

Enlarge upon the topics rainfall, snow, temperature, winds, heat as a control of life and occupations, suggested in grade one.

CLIMATE AS A CAUSE OF SHELTER AND CLOTHING—Our homes, the roof, the wall, and what they protect us against in summer and winter. Provisions for keeping warm in winter and cool in summer. Homes of people in warm and cool countries compared with our own. Discuss their structure and adaptation to the climate. Homes of domestic animals. Homes and shelter of wild animals. Make charts or books of homes to illustrate the above.

Show how we adapt our clothing to the season. Compare the clothing of man in warm and cold countries.

#### THIRD AND FOURTH GRADES.

The formal study of geography usually begins in the third grade. The elementary stage should be completed by the end of the third grade, excepting perhaps some of the more advanced phases. Home geography should not be confined to the physical side but should include the social and industrial sides as well. In order that the study of the surroundings may prepare for future work, elementary concepts must be developed that may be applied to the earth in a larger way.

The observational or home geography of the third and fourth grades may be grouped under the following heads:

1. Elementary Topography—earth forms.
2. Elementary Meteorology—atmospheric conditions.

3. Changes in Land Forms—the simpler processes of dynamic physiography.
4. Elementary Observation in Mathematical Geography.
5. Industrial and Social Observations.

#### I. ELEMENTARY TOPOGRAPHY.

The year's work may well begin with a review of what the children have previously learned concerning the various bodies of land and water, through the use of the sand box, pictures and out-of-door lessons. The terms, cape, peninsula, island, plain, valley, river, lake, outlet, inlet, gulf, bay, etc., have most of them been met and should be recalled and used familiarly.

Any vicinity will afford some or all of the following topographical features: Hills, valleys, lakes, rivers, swamps, springs, bays, shore line, quarries, soil, etc. These elementary concepts should be developed by the observation of local features and applied to the earth in a larger way. Considerable emphasis should be laid on the acquisition of terms which will be constantly met in geography. As for example locate high, low, and level land on the school grounds and in the vicinity. Use terms hill, crest, slope, valley, plain, etc., finding examples of as many of these forms as possible in the neighborhood. Mold forms in sand. Sketch. Develop method of representation. Point out simple illustrations of the influence of surface features on the life and industries of the people. The difficulty lies not in getting a notion of the individual things as hills, valley, stream, rain erosion, etc., but in uniting these so as to show their interrelations. For example a series of lessons on a hill might well include features contiguous and related to this particular form.

Some topics are briefly outlined in the hope that they may be suggestive:

##### 1<sup>st</sup> SOME HILL AS A TYPE:

Experiences in connection with hill emphasizing slope, height and shape.

*Advantages* and disadvantages afforded by the hill for residence, transportation and industries.

Other hills in comparison.

Slope in relation to sunshine, run-off of water, soil, ease of cultivation, direction of streams. Develop geographical principles.

##### 2<sup>nd</sup> SOME VALLEY AS A TYPE:

The valley is an earth form naturally associated with a

hill. A beginning should be made in the elementary stage in comprehending the gradual development of valleys—the evolutionary aspect. In selecting an area choose one that most plainly shows how surface features control life, industries, and transportation.

1<sup>2</sup> DESCRIPTION :

Note geographic features.

2<sup>2</sup> ADVANTAGES :

Scenic, transportation, commercial.

3<sup>2</sup> OTHER VALLEYS IN COMPARASON :

4<sup>2</sup> CONCLUSION AS TO HILLS AND VALLEYS :

Hills separate the valleys. Valleys are the lowlands between hills. Streams occupy valleys. One stream or valley may run into another. Ranges of hills may separate valleys. One may get from one valley to another by going around the hill, over the hill, or through the hill.

3<sup>1</sup> MOUNTAINS :

The hill is the natural basis for understanding the mountain. The height and barrier features of hills are the natural approach to the idea of a mountain in the elementary stage, but care must be taken to teach nothing that will offer future difficulties in understanding the true geological nature of a mountain. Hills are formed by surface agencies, as winds fashioning sand dunes; glaciers forming moraines, drumlins, eskers, kames, etc.; weathering and erosion leaving hills and mountain-like forms; while mountains are formed by internal agencies resulting in wrinkling and faulting of the earth's crust.

4<sup>1</sup> RIVERS :

Extend, by means of trips to streams, knowledge of physiographic forms and processes. The origin of a river should be associated with rainfall. The function of a river is drainage of the excess of precipitation. Use the terms current, channel, bank, bed, bluff, flat, meadow, meander, rapids, waterfall, water parting, etc. The stream at work will be considered under the third head, "Changes in Land Forms." However, the teacher should note evidences of stream cutting, carrying and depositing as opportunity offers. A knowledge of stream origin, stream features, slopes and divides naturally precedes an intelligent

study of work of streams in modifying and building land forms. At this point the emphasis should be upon forms. The "whys" should be problems for solution.

The following topics will naturally suggest themselves:

1<sup>2</sup> ORIGIN OF RIVERS:

2<sup>2</sup> FEATURES OF RIVERS:

Where gently flowing and where the current is more rapid.

A river expands into a lake when blocked naturally or artificially.

A stream does not always flow straight. This is the rule on very gentle slopes. Bends of a stream are called meanders. Locate the inner and outer banks. The steeper. Why? Near which bank is the stream swifter? The deeper? Why? Where are the plain and the bluff in respect to the banks of the meander? Map the meanders for a distance, locating the cultural and physiographic features: Bluffs, plains, bridges, railroads and roads, houses, meadows, pastures, woods, etc. Also make a cross section of the meander. Merely suggest the problems in this connection, and if they prove too difficult, wait for more evidence and maturity.

A stream sometimes rushes in rapids or plunges in waterfalls. Note the nature of the bed and the width and shape of the valley at such points.

The mouth of a stream, like those flowing into the Chesapeake Bay, is often a broad estuary which is navigable to its head. Why?

3<sup>2</sup> Slopes:

Note the relation of the slopes of the valley to:

- (a) Stream flow; (b) stream velocity; (c) stream length;
- (d) water power; (e) drainage; (f) soil; (g) plant growth;
- (h) cultivation and man's use.

4<sup>2</sup> WATER PARTINGS:

These are sometimes called watersheds or divides. Children prefer the term water-parting. Find obvious examples in the area studied.

5<sup>1</sup> LAKES:

Lakes are among the most transient of physiographic forms. They are merely incidents of drainage. Original depressions, or depressions gouged out by glaciers, or any natural or artificial blocking of a stream, may form them. They are no sooner formed than they are in the process of destruction by the stream filling them with sediment and lowering the outlet.

Artificial lakes or ponds are nearly as good as natural forms for study. They illustrate how lakes are formed by blocking drainage lines. A dam across a gully stream will illustrate the features mentioned. Discuss the uses of lakes.

6<sup>1</sup> SMALLER FEATURES:

Springs, deltas, bars, islands, swamps and meadow flats are other features that may be studied in the home territory.

7<sup>1</sup> SOILS:

The children should collect samples of the various kinds of soil and earth deposits. Fruit jars are convenient for the purpose. Simple experiments will show the difference in porosity and fertility of the different soils. All experiments should be very simple and the study comparative. The habit of observing and comparing is developed by training and is one of the best fruits of education.

*Note*—Bulletin 186 of the Department of Agriculture and Hodge's "Nature Study and Life" contain helpful matter on soil.

## II. ELEMENTARY METEOROLOGY.

This subject should include the cyclic changes of water and their relation to cold and heat. The formation and condensation of water vapor should be studied more fully than in previous grades and the precipitation of rain should be studied with practical experiments in the evaporation of water and the condensation of vapor. The relation of winds to rainfall and the effects of elevations should be explained as an application of the experimental work.

**THE SUN**—At weekly intervals ask the pupils to note the position of the rising and setting sun by some object on the horizon. Continue this long enough in the fall to convince the pupils that the points of sunrise and sunset are moving southward at this season. Make similar observations after the sun begins to move northward.



By means of a shadow stick pupils may study the change in the sun's path throughout the year. Every week as nearly as possible on a given day read the length of the noon shadow on the shadow stick. Place diagram on a chart to represent to scale each reading as it is taken. Compare these lengths as the year progresses.

Compare the height and length of the sun's path in early and late fall, winter, spring and summer. Associate the long path and high sun in summer with the long warm days and the shorter path and lower sun in winter with the short cold days.

**SUN POSITION AND TEMPERATURE**—Compare the difference in manner in which the sun's rays strike us at different hours of the day. Why is midday usually warmer than early morning or late afternoon? Help pupils to solve this question by familiar experiences. How do we hold our hands in warming them at a stove or radiator? Our paper or book in reading? Compare a window with a southern exposure with other exposures as to light and heat. What slope of a hill is warmest? Which receives more heat, a garden sloping north, or south? On what exposure do we find the earliest spring flowers?

By the aid of the shadow stick diagrams have the pupils by a sweep of the hand or pointer describe the sun's path for the different seasons. Make diagrams of these for the beginning of each season. Associate the more nearly up and down (more direct) rays with the warmer days.

**WEATHER RECORDS**—The pupils should keep a weather chart or weather book, recording: Date; temperature; winds, direction, velocity, as judged by the effect on leaves, twigs, branches, etc.; clouds, kind, amount; precipitation, kind, duration, amount (light, moderate or heavy, or in inches); shadow stick, length of noon shadow (weekly); length of day, sunrise, sunset (weekly).

Graphic records may be used to advantage to show the relation of noon shadow, day's length and temperature. The direction of the wind may be indicated by arrows and the amount of cloudiness by shading to show the relation of winds to cloudiness and temperature.

**SUMMARIES AND INTERRELATIONS**—Summarize the weather conditions monthly. Discuss the weather characteristics of each season. Discuss the interrelations of the weather elements as suggested below:

Wind direction and temperature.

Wind direction and cloudiness.

Wind direction and storms.

Temperature and cloudiness.

Temperature and precipitation.

Temperature, sun position, and day length.

Clouds and precipitation.

### III. CHANGES IN LAND FORMS.

Any adequate description of a land form must include, first, the structure; second, the process, and third, the stage of the process. In the section on Elementary Topography, no attempt was made to differentiate the form and process. In the elementary stage of observational geography a beginning in the study of physiographic processes and in the realization that land forms are evolutionary should be made.

The content of the work of this topic is as follows:

#### 1<sup>1</sup> DISINTEGRATION OF ROCK:

In many respects the material and method of this grade is similar to that of previous grades and to the topic "Earth Forms," previously treated, therefore, these sections of the syllabus will aid the teacher at this point in the selection, organization and presentation of the material. These topics should be constantly reverted to on successive field trips for several grades. Adequate appreciation of these slow processes can only be the fruit of continued observation. Show examples of each of these processes and the pupils will find others very easily.

#### 1<sup>2</sup> CRUMBLING OF ROCKS:

Look in cliff, cuts and stone work. Crumbling is due to the solution of the cement or the disintegration of one of the constituent elements.

#### 2<sup>2</sup> BREAKING OFF OF FRAGMENTS:

Seen in the debris at the base of cliffs. This pile of debris is called "talus."

#### 3<sup>2</sup> THE EFFECT OF WEATHER:

Note how the sharp edges of stone window ledges, foundations and monuments in cemeteries are dulled and polished surfaces roughened by the weather. The slacking of lime and soft coal are illustrations which children can understand.

4<sup>2</sup> STAINING OF ROCK:

The red stain on many rocks and buildings is due to the rusting of the iron content, and indicates gradual decay.

5<sup>2</sup> PLANTS AS AN AGENT:

Note the roots of trees in the cracks of rocks. Lichens on the surface of rocks corrode them.

6<sup>2</sup> FROST AS AN AGENT:

Experiments should illustrate the action of freezing on porous rock.

7<sup>2</sup> SOLUTION AS AN AGENT:

The action of dilute acid on limestone will illustrate this point.

8<sup>2</sup> ANIMALS AS AN AGENT:

Explain how burrowing animals, ants and worms expose the rocks to the greater action of air, water and frost.

9<sup>2</sup> WAVES CRUMBLE ROCKS:

This action may be noted on a beach.

10<sup>2</sup> SOIL FORMATION:

Lead the children to see that soil is the result of the battle of all these agents, air, weather, rain, frost, etc., against the rocks. Soil is decayed rock with an admixture of organic matter, of which the residue of decayed leaves is an important element.

2<sup>1</sup> WORK OF RAIN AND RUNNING WATER:

1. Work of rain.—Call attention to the wearing and carrying powers of water as shown in rain gutters. Miniature valleys, tributaries, divides, canyons, flood plains, deltas, and many other forms may be seen.
2. Streams carry sediment.
3. Streams deposit sediment.
4. Streams widen and deepen their valleys.
5. Conclusions.—Water has largely fashioned the landscape and given the country most of its beauty.

## IV. FUNDAMENTALS OF MATHEMATICAL GEOGRAPHY.

In order to have a firm basis for the study of the subject of geography some topics must be considered which seem to be re-

motely connected with what is usually taught as geography. There should be work along the following lines:

1<sup>1</sup> RELATIVE SIZE OF THINGS:

Pacing school room and school yard, showing a necessity of a standard of distance.

Measurement of school room and yard in feet.

Acquire a definite idea of a mile.

2<sup>1</sup> RELATIVE POSITION OF THINGS:

Illustration of the use of the terms right, left, center, middle, corner, etc.

Necessity of standard of direction.

The cardinal points by the sun, the compass and the North Star.

3<sup>1</sup> ELEMENTARY IDEAS OF TIME:

Ascertain and arrange the conception children have as to time. Make their ideas more definite.

1<sup>2</sup> THE DAY:

The day is the time from one short north and south noon shadows till the next like one. A day should be explained as caused by the apparent movement of the sun. A sun dial may be constructed, the readings of which should be frequently noted by the class. In the simplest way and with the aid of simple illustrations make clear that the earth is a ball rotating on its axis once each day. So important is this fundamental conception of the earth's form and movement, no further step should be taken till it is grasped by the class.

2 THE YEAR:

The year is the time from one shortest or longest noon shadow till the next of like dimensions. If the shadow stick or gnomon of the sun dial has been watched to observe how it lengthens during one part of the year and shortens during another part, pupils have the basis for understanding the year as a time unit. If weekly records are not kept as previously recommended, at least two records should be recorded, the length of the shadow as near mid-December and mid-June as possible. The position of the sun in the sky at different times a year should be noted, and it should be observed that the sun returns to the same place as it had on a like date previous years. The object of these observations is to afford evidence to the senses that the earth revolves around the sun, and that which we call

a year is the time necessary to complete a single revolution. To lead young minds to the comprehension of the idea that the earth spins on its axis daily and revolves about the sun yearly is worth much time and labor. The observations made in this connection will afford a basis for understanding the cause of the seasons.

The meaning of axis, poles, equator, tropics and polar circles and zones may be taught in this connection or introduced in the next stage of home geography.

## V. SOCIAL AND INDUSTRIAL LIFE OF THE VICINITY.

### INDUSTRIAL LIFE.

In the previous work the neighborhood has been mapped in sand: Homes, groups of houses, streets or roads, surface of the ground, drainage, groves, etc. These should also be drawn as a map from which the pupils may be taught the use and interpretation of maps.

#### 1<sup>1</sup> NATURAL PRODUCTS:

Starting from the garden (the school garden, if such there is), a study should be made of the agricultural products from gardens and farms; the crops raised, times and methods of planting, harvesting and disposing of the crops, etc.

There should be some very elementary discussion of orcharding, stock raising and wood products. Fruit may be taken as an example—location of orchard; number of trees or acres of fruit; kinds; soil, temperature and rainfall requirements; adaptations of the locality; caring for the fruit; the harvest, uses of the fruit, the market and the means of reaching it.

#### 2<sup>1</sup> MANUFACTURING:

After due study of the raw products of a section the exchange of products and their conversion through manufacture should be considered. The manufacturing industries of the neighborhood should be studied, particularly those which elaborate the raw products of the vicinity.

It is vastly better that children should learn how the material with which they are familiar is converted into useful and beautiful forms, even if it is not the important or typical manufactured product of the section. Well planned excursions should be made to the manufacturing establishments to get this knowledge at first hand. The following topics will naturally be treated:



1<sup>2</sup> THE RAW MATERIAL :

This will usually introduce some dependent industries, as in the case of canning, the work of raising garden truck and dredging for oysters, and the tin can industry. Usually some of the materials used will come from a distance and this will raise the question of transportation and exchange.

2<sup>2</sup> TRANSPORTATION :

The transportation of material, whether local or from a distance, and the expense of manufacture naturally leads to a discussion of the location of the plant.

3<sup>2</sup> THE PROCESS OF MANUFACTURE :

This should be treated simply, but the children should have clear and definite ideas of whatever is attempted.

4<sup>2</sup> THE MARKET :

Demand for the finished product. Is there more need in one season than another? In one region than another?

5<sup>2</sup> TRANSPORTATION TO MARKET :

In this connection should be emphasized the advantages of nearness to market or cheap communication with more distant markets. The distribution of the finished product to wholesaler, retailer and consumer should be discussed.

6<sup>2</sup> COMPETITION :

Is the product manufactured elsewhere? Have all places the same market? Advantages of given localities.

3<sup>1</sup> GENERAL EXCHANGE AND TRANSPORTATION :

The study of manufacturing leads to a more general study of exchange and transportation. The value of good roads to the farmer and the desirability of railroads to the merchant should be brought out. Home products should be traced to the centers of trade, and commodities from distant sections or lands should be traced to their sources. Time tables of railroads and steamship lines should be collected and maps examined to locate the sources of foreign commodities and the destination of home products.

4<sup>1</sup> THE STORES OF THE VICINITY :

The commercial phases outlined above lead to an examination of the stores of the vicinity. The purchase of products for shipment and the bringing in of products to satisfy the local

needs should be discussed. The advantages of currency over barter and the use and value of money should be recognized. Price lists on a few articles should be collected and the increment of cost to the consumer added to the article by each handler should be made clear, as well as the enhancement of value resulting from manufacturing.

#### SOCIAL LIFE OF THE VICINITY.

The study of any settlement, large or small, will lead to some discussion of social and governmental institutions and regulations. No attempt should be made to give any connected view of civil and social organizations, simply a preparation for the later study of civics and a better appreciation of other countries by comparison. A topical outline follows:

1. In order to make a livelihood and be near their work men gather in towns, villages and cities.
2. In such communities there is a division of labor—some make clothing, hats or shoes; others sell these; still others are doctors, lawyers, teachers, etc.
3. There is a necessity for roads in the country and sidewalks and paving in villages and cities. Why? By whom built? Maintained? Taxes.
4. *Water* sufficient for the demands of the population is a necessity. Source. How obtained? Country and city compared. Reason for co-operation.
5. *The Need of Protection* as shown in (a) the fire department, (b) police; value, maintenance, etc.
6. *Public Utilities*. Such conveniences as trolley, electric lights, gas, etc., may be in reach of all if done on a large scale and under just supervision.
7. *Care of Public Health*. This results in a sewerage system, milk and food inspection, the disposal of garbage, public baths, etc.
8. *Social Growth and Culture*. Centering in schools, parks, libraries, etc. Maintenance and value of each.
9. *Need of Communication*. Value of the telegraph, telephone and postal service.
10. *Need of Civil Organization*. Who makes the laws? Where? How enforced? Necessity of laws in the home, school and community.

## II. THE INTERMEDIATE STAGE.

In the elementary stage of home geography many simple relationships were discussed. The work of the intermediate stage is to get a broader view of the surroundings and unify the various items that have been learned. Space will allow little more than an outline.

## 1. LOCATION.

Locate the home in relation to physical features, roads and towns in the vicinity. It is not necessary to bound towns and other political divisions by rote. The teacher and class should make a rough survey and map of the home area and the teacher should extend it to show a larger district.

## 2. TOPOGRAPHY.

The home should be located in respect to the hills, valleys and other physiographic features of that particular section of the State.

## 3. CLIMATE.

In the previous stage of home geography, certain weather observations were discussed. In this stage these observations should culminate in definite ideas of the climate of the region. Average weather conditions over a long period of time is the climate of a place. There is little reason to believe that these have changed in recent years, beliefs to the contrary notwithstanding.

## CONTROLS OF CLIMATE.

*Latitude* is the first main control of climate. As a general law temperature decreases with the distance from the equator. The latitude of Baltimore is approximately 39 degrees. The shadow stick reveals the following altitudes of the sun:

September 21.....	51 degrees.
December 21.....	27½ degrees.
March 21.....	51 degrees.
June 21.....	74½ degrees.

The figures show that in June the sun is 47 degrees higher than in December. In June the sun is only 15½ degrees from the zenith, while in December it lacks 62½ degrees of being directly over head. The sun's rays in December strike us at about the same angle that they do the North Pole in June.

The topics why temperature decreases with latitude, the change of seasons and the reasons for the tropics and polar circles should be made clear in the intermediate stage. Some suggestions are given below:

1<sup>3</sup> A STORY. "THE THREE JIMS:"

There are three boy friends—three Jims—who live far, far apart. Jim Cancer lives in Cuba; Jim Capricorn lives in Rio Janeiro, Brazil, and Jim Quator's home is in Para, at the mouth of the Amazon.

Now each of these boys made a discovery. At a certain time each year they do not cast a shadow as they go home to lunch at noon. Each Jim is sure it is no fault of his. He is just as big, in fact bigger, and the sun is even brighter and hotter, but he has no shadow at noon. Could you tell him why? It is a queer thing. These boys do not have this experience at one and the same time. Oh, no! They take turns, three months apart. Jim Quator is the first in the year to find himself shadowless. In the last half of March this happens, when our days and nights are about equal length. You might find the particular day if you tried real hard.

Our robins must have known what was going to happen to Jim, for many of them are back. About this time the non-migrating hen acquires a happier song, gets busy and brings down certain market prices, while girls get out their roller skates and boys their marbles and tops—all because Jim Quator is shadowless. What season is being ushered in, and what is the date of its birth?

Just one day Jim Quator was without a noon shadow. It grows gradually longer day by day. Strange to relate, it is on the south side of him now. I wonder upon which side you will find your noon shadow? It is strange, too, as Jim Quator's shadow grows longer and longer, Jim Cancer's, in Cuba, grows shorter and shorter, until the last of June he has none at all. It is so very, very hot then, perhaps he imagines it has evaporated. What do you think? On that day you would have plenty of time to decide the question, for this is the longest day of the year. In Baltimore from about 4 A. M. to 8 P. M. we can get along without increasing the light bill. Find out what the almanacs call this day.

For just one day Jim Cancer has no shadow. After the 21st of June it begins to grow again, and matters are now reversed. As his shadow grows longer, Jim Quator's grows shorter, until September 21st, he is again shadowless. About this time, out

in the woods and parks the wind begins to sing: "Come Little Leaves." What season does the almanac say has begun?

The three Jims have always found their shadowless times an uncomfortably hot period, hence they are always glad to see them grow longer and longer. As Jim Cancer and Jim Quator's shadows grow longer, Jim Capricorn's, down in Rio Janeiro, is growing shorter and shorter, until in December, just four days before Christmas, he hasn't any at all at noon. If we were visiting this James, we would probably remark: "This is queer Christmas weather; it is more like July." Here in Baltimore the fathers are saying: "Well, sure enough, this is the shortest day in the year; light not off till about 7 A. M. and on again at 5 P. M. I dread the electric light bill." Look in the almanac for the name of this day.

Now, I am sure you have discovered why Jim Capricorn has his summer while Jim Cancer has his winter. It is all because "Old Sol" changes the length of his work hours and the way of pitching his rays at them. The sun swings his direct rays northward to Jim Cancer and then southward to Jim Capricorn every six months, year after year, like a great pendulum, and thus plays the strange pranks with the shadows of the three Jims.

## 2<sup>d</sup> A SIMPLE ILLUSTRATION:

A simple illustration (no expensive and complicated apparatus is needed or recommended) will make clear the experiences of the three Jims and the significance of the tropics and polar circles.

Prepare a globe or sphere on which the poles, equator, tropics, arctic and antarctic circles are clearly marked. Place the pupils

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NOTE—The places and circles mentioned should be located on a globe. Interesting facts should be stated about each region.

Equinoxes are the times when Jim Quator has no shadow and when our days are of about equal lengths.

The winter and summer solstices are the dates when Jim Capricorn and Jim Cancer respectively are without noon shadows.

March 21, June 21, September 21 and December 21 are the astronomical (real) beginnings of the seasons.

The tropics of Cancer and Capricorn mark the places of no shadow or direct rays (up and down rays) of June 21 and December 21, or the northern and southern limit of the sun's vertical rays.

Between these tropics is the torrid zone or regions that have direct rays of the sun twice each year (like Jim Quator).

Regions outside the torrid zone never have the direct rays of the sun. In the northern hemisphere the noon shadow extends due north, while in the southern hemisphere it extends due south.



compactly in the center of the room. One may hold some object to represent the sun. Let the teacher take her position on the *north* side of the room, with the globe about on a level of the eyes of the pupils, and its axis inclined properly  $23\frac{1}{2}$  degrees, in a position so that the north pole points toward the North Star, then let her walk slowly counter-clockwise around the room, keeping the inclination and direction of the axis constant. The pupils are in the position of the sun and can see advantageously. The line of their sight corresponds to the sun's rays. The pupils may easily be lead to see that a revolution with the axis constantly maintaining the same direction, brings alternately the north and south pole toward the sun and exposes alternately more of the northern and southern hemisphere.

The position directly north of the class will represent December 21. Note that the tropic of Capricorn is in the center of the globe as it is held toward the class. This explains why Jimmy Capricorn gets the direct rays of the sun on that date and has no shadow at noon. The South Pole and all the antarctic circle can be seen (long antarctic day) more than half of the southern hemisphere is in sight. These facts explain why the days are long and it is summer in the southern hemisphere. Less than half of the northern hemisphere can be seen. This accounts for the long nights and winter of the northern hemisphere. Just the edge of the arctic circle is isible, and the North Pole is invisible. This position represents the long arctic night.

Continue a quarter revolution to the direct west side of the room. Note that equator crosses the center of the globe visible to the class, that each pole and equal parts of each hemisphere is visible. This is March 21, one of the times when Jim Quator has no noon shadow and we have equal days and equal nights.

Continue the revolution to the south side. Now the North Pole is toward the sun (or class), the tropic of Cancer is in the center of the globe, and more of the northern hemisphere is visible than the southern. This position represents June 21. Jim Cancer has no shadow at lunch hour. It is summer in the northern hemisphere and the period of the long arctic day and the long antarctic night.

If we proceed in our revolution to the east side another quarter revolution—the conditions of March 21 are repeated. Review carefully till each pupil can place the globe in a position to represent any of the four dates and point out the conditions illustrated.

The tropics are the circles traced by the direct rays of the sun upon the revolving earth on June 21 and December 21. The polar circles are traced by the most northern and southern rays on the same date.

Some portion of the torrid zone has the direct rays of the sun the year round. The frigid zones are without sunshine part of the year. The temperate zones never have direct rays and never are without sunshine for twenty-four hours.

*Altitude* is a second control of climate. Temperature falls approximately one degree Fahrenheit for every increase of 300 feet in altitude. The altitude of the home should be determined from some authoritative source and the effect upon the home locality discussed.

*Distance from the sea* is a third control of climate. Localities near the sea tend to have little range of temperature, while those inland have more. The distance from the sea of the home locality should be found as a factor of climate. However, distance from the sea must be considered in terms of the prevailing wind. Since the prevailing winds of Maryland are from a westerly direction, the climate in general is what is known as continental, although modified in the eastern portion of the State by the Chesapeake Bay and the ocean, and in the extreme southeast becomes almost oceanic or insular, since this part of the State is so nearly surrounded by water.

*The Prevailing Winds* are the fourth great control of climate. There are great rivers of air in the atmosphere—two in the northern hemisphere and two in the southern. The river of air at the bottom of which we live extends from Florida nearly to the North Pole. It moves from west to east in a great whirl around the globe and is called the prevailing westerlies. The other great river extends southward from between latitude 30 and 35 degrees nearly to the equator, and is called the North East Trades. The first great feature of these westerlies is that they contain great eddies known as cyclonic storms. A cyclonic storm consists of a central low pressure area known as a low, and extends to the east and west to the center of a high pressure. The wind blows round this low pressure area out from the high areas in a whirl opposite the hands of the clock. The winds blow from all directions toward the calm center which is a region of lighter air than the surrounding atmosphere. The movement of these cyclonic storms from west to east across North America bring us our daily weather changes.

Since the winds blow from all directions about a cyclonic storm, they may carry moisture from any point of the compass where any large body of water is found. In the eastern half of the United States the prevailing westerlies are dry winds because of the land areas they traverse to the west. The easterly and southerly winds of the cyclonic storms bring us abundant moisture from the Atlantic Ocean.

A second feature of the prevailing westerlies which is important in our climate is what is called the migration of the wind belts. The boundaries of all the wind belts move northward when the sun moves northward in our summer, and southward when the sun moves southward in our winter. In June, the belt of prevailing westerlies is farther north than in December. In winter Maryland is well within the westerlies, while in summer we are on its southern edge, consequently in winter we have the typical weather of the westerlies, while our summers are very modified forms of the type. For brevity we might characterize our winter weather as under *storm control*, and our summer weather as under *sun control*. In winter we have an alternation of stormy and clear weather characterizing the passage of the low and high areas respectively. The stormy weather is the warmer and the clear weather the cooler. The winds are more frequent and of greater velocity because the areas are greater in number and nearer. In summer when the westerlies have moved farther northward and we are in the southern margin of the belt our weather is characterized by sun control. Many of our summer days are typically tropical with less pronounced features perhaps. A characteristic summer day is as follows: Morning, bright and clear with increasing heat and cumulus clouds and possibly humidity, till perhaps 2 P. M., either a shower or dispersion of the clouds later in the afternoon (or possibly during the night,) followed by a clear evening. Spring and fall are the seasons of change, where-in there is a struggle between storm and sun control. In spring the cold storms belong to the Storm King, while the bright skies with the promise of summer are the innings of the Sun King. The frequency of the storms becomes less and less and finally summer is upon us. The reverse is true in the autumn.

*Precipitation.* In the intermediate stage of home geography an appreciation of inches as a unit in recording rainfall per year should be acquired. The aridity or excessive rainfall of

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NOTE—Early in the intermediate state of home geography the weather map should be studied and the essential features of cyclonic storms learned.

certain areas of the world can not be appreciated without some work with this unit. The average annual rainfall for Baltimore is about 44 inches per year. The average for the State as a whole is about 42 inches. The measurement of rainfall is easy. The weather bureau publishes a bulletin for amateur observers which is very helpful. The measurement of the rainfall of heavy showers is a useful observation. Over one inch is a heavy fall of rain. The daily papers of the larger cities give weather reports containing this item. It is better the class keep a record of actual measurements for the mental effort to realize inches as units of yearly rainfall is aided, and the conceptions made clearer by the concomitant bodily action. Such a record will show Maryland's rainfall rather equally distributed through the months.

Frost is a form of precipitation that has a direct bearing on life. A record of these should be kept. The weather bureau suggests a number of significant items that should be recorded in order to appreciate climate as a control.

#### 4. SOILS.

There is a greater number of geological formations in Maryland than in any other State, and hence a great variety of soils. The soils of the vicinity should be discussed in relation to their agricultural value for wheat, truck and grass lands. Find examples of residual and transported soils. Investigate the soil of river bottoms, and swamps. The nature of the outcropping rocks should be noted and any minerals obtained in the neighborhood. King's "The Soil" will afford help.

#### 5. CONTROLS AND RESPONSES.

Geography deals with the response which organic life, especially man, makes to environment. The items of his environment which exert a marked influence upon him are called controls. The location, topography, climate, soil and social and human controls have made the home locality what it is. How mankind is affected by these controls is the response. It is the work of this phase of home geography to find what are the dominant controls in the locality. Try to find examples of how man has modified his environment. Cuts in railways and roads and tunnels are examples of how man has modified relief. Bridges overcome the obstructions of rivers. Steampower has supplied the lack of waterpower, etc.

The combination of controls in a given region determine the location of cities and industries.



## AGRICULTURE :

Agriculture is the response to suitable climate, fertile soil and facilities for reaching market. The range and variety of products is limited by climate. Discuss these. Discuss the industries of pioneer days. How have they changed since? Discuss the regions in the vicinity used for cultivation, the kind of crops and the advantages. What land is used for pasturage and why? For woodland? Why? Find out, if possible the yearly value of the commodities from pasture, field and woodland.

Study how the conditions of transportation affect the various agricultural pursuits.

## MANUFACTURING :

The fundamental controls of agriculture are soil and climate, but the controls of manufacturing are not so easy to determine. Baltimore was originally helped by being on the fall line and having water power. There are other cities in Maryland which water power has helped. The introduction of steam power has helped all cities where coal is easily accessible. Another control is nearness or accessibility of raw material. Consider the source of the raw material of the principal manufactures of the section. The availability of raw material when not near at hand is a matter of transportation. An illustration will make this clear. The rich farming and trucking lands which border the Chesapeake Bay, and the oysters and other products of the salt water, together with the splendid water transportation afforded by the Chesapeake and its tributaries and its railroad facilities, have made Baltimore and the country immediately contiguous to it, the canning center of the world. The water routes have played a large part in this development. The topography has influenced the course of railroads. This should be shown in connection with the nearest railway system.

A third factor in the growth of industries is the market. Transportation to the market must be easy enough to make possible low freight rates, otherwise the article will be driven from the market, unless it is of very superior quality. Take the canning industry again, the water and rail routes to Baltimore afford cheap rates, and once in Baltimore, the railroads and steamship lines offer unexcelled advantages for distribution. Baltimore's pre-eminence in the canning field is threatened by no other city, for the canning industry is growing faster than any other in the State.

There are other factors of a human nature, including inventive genius, ability to manage large enterprises, a supply of laborers



and skilled workmen, the conservation of resources as the care of the wealth of the oyster beds and lumber, etc.

A list of the manufactured products of the home district should be made, together with their value.

#### SOCIAL RESPONSES :

Side by side with the industrial growth of a community should be considered the responses to the social factors in man, such as institutions for public welfare, concerted action of public utilities, the organization of a community for action and protection. These have been outlined in the elementary phase under "Social Life of the Vicinity." The subjects should be extended and broadened in this stage of home geography by gathering definite statistics and facts.

### III. THE ADVANCED STAGE.

In the previous stages the subject has been considered from a very local point of view. In the advanced stage the home locality should be considered in relation to the rest of the world.

#### 1. TOPOGRAPHY :

To understand the growth of the community a more minute understanding of the greater physiographic region of which the home region is a part is required. Take the metropolitan district of Baltimore, for an example. Baltimore is located at the juncture of the coastal plain and Piedmont Belt, or on the fall line. The pupil should be told in a simple way of the evolution of the Piedmont Belt and the coastal plain and the drowning of the Susquehanna River and the formation of the Chesapeake Bay. Baltimore did not outstrip its sister cities on the Chesapeake Bay till it made use of its larger and peculiar physiographic features. The National Road centered in Baltimore because of topography. The fall line offered an easy grade for the railways and Baltimore became a railway center, the Chesapeake and the estuary of the Patapsco made it a sea-port, and it has outstripped the other cities of the State. It is not beyond the conception of the moderately mature mind to understand the physiographic cycle through which any given region has passed and its influence, if it is clearly and simply presented. The topographical map of the region should be utilized at this stage. The aim should be to see in the present the past of the area and to look to the future and imagine the results of present processes.

## 2. EARLY HISTORY OF THE SECTION :

This should be presented with an emphasis on the industrial features in preparation for the next topics.

## 3. OUTLINE OF INDUSTRIAL HISTORY OF THE UNITED STATES :

It is evident that the growth of any section is intimately connected with the industrial development of the whole country. The early settlers were principally farmers. In time came the manufacture of a few staple articles. Manufacturing, however, was zealously discouraged by England. The Revolution was the end of this restriction. The young nation was slow to take to manufacturing. England flooded the country with her manufactures and harassed our merchantmen. The War of 1812 and tariffs aided manufacturing. Manufacturing could not develop without increased transportation facilities. Then came the era of highway building, following the War of 1812, followed by that of canals and railways. Manufacturing gradually developed until the Civil War. After the Civil War, there was an awakening of extraordinary activity in manufacturing. This revival was stimulated by a wonderful era of inventions and improvements in machinery and manufacturing processes. Katherine Coman's "Industrial History of the United States" discusses this subject fully.

## 4. CHANGE OF RESPONSE :

Controls and responses, which is the essence of geography, will be far better understood if the industrial history of the community is briefly considered. Such a review will show that readjustments are constantly necessary to meet new conditions, and that such readjustment being not forthcoming, progress is halted. Another fact learned is that often a response to one control may bring moderate success and in turn be made insignificant by a response to still other more significant controls.

### METROPOLITAN BALTIMORE AS AN EXAMPLE.

The history of Colonial Maryland is essentially agricultural. Tobacco was king well into the eighteenth century. It was agreeable to England to foster this industry and discourage manufacture as promoting her carrying trade and affording a market for her goods. Traffic and communication was largely by water, encouraged by the numerous estuaries of the Chesapeake. Conditions did not favor any general industrial activity in provincial Maryland. Yet the natural advantages of motive power and mineral wealth did not long go without a response. Iron works sprung up on the Patapsco

River by 1715, followed by exportation of pig iron a little later. The power sites along Jones' Falls, Gwynn's Falls and the Patapsco attracted flour mills. This helped the industrial growth of early Baltimore more than any one factor. By the close of the Revolutionary War the province, and Baltimore with it, became largely self-supporting, a large variety of manufactures having sprung up. The industrial development of the next half century was gradual but substantial.

The history of commerce in Maryland begins with the settlement of the colony itself. It is a response expected to the Chesapeake Bay and its numerous estuaries. As in manufacturing, Maryland suffered from British repression. When these commercial restraints were thrown off by the events and consequences of the Revolutionary War; natural advantages asserted themselves and we had a third response to waterways.

Between the Revolutionary War and the War of 1812, Baltimore experienced a great expansion in trade. This was the era of the "Baltimore Clipper." European wars directed the trade of the West Indies to Baltimore and made it the chief port in European and West Indian commerce.

The era in road building gave Baltimore, through the National Turnpike, communication with the Ohio and St. Louis by way of the Gap at Cumberland. The era of canal and railroad building gave Baltimore still better transportation facilities to the vast undeveloped region. Thus Baltimore became a seaboard market and distributing depot to the West—a response to its strategic position at the head of navigation one hundred and seventy miles inland from the Atlantic Ocean.

With the growth of railways southward, Baltimore became a jobbing center for much of the Southern States. As a response to the topography and hydrography of the region Baltimore is a great depot of exchange of the world's supplies.

Since the days of the Baltimore Clipper, Baltimore has lagged behind its three rival Atlantic seaports, notwithstanding the fact that it has the best natural designed harbor along the seaboard. What other city has such a projection as the "Whetstone," a strip of land about one-half mile wide and four miles long affording eight miles of water front for piers and factory sites with unexcelled facilities for bringing railroads and docks together? At this time there is plenty of evidence that Baltimore will have a fuller response to its natural advantage.

New York has reached the limit of its harbor facilities. Preparations are making for handling much of its commerce at Baltimore.

The Western Maryland Railway has become a trunk line by connecting with the New York Central.

The Union Pacific and the Baltimore and Ohio Railroads have been united into a transcontinental line.

Steamship companies are planning ship lines for South American ports from Baltimore, as a northern terminus. Thus the city will reap substantial benefits from the opening of the Panama Canal.

Baltimore is to have the differentials due it from its nearness to the South and West.

Baltimore is spending vast sums for city improvement in an effort to put the municipality on a par with other modern cities. Altogether these improvements will call for an expenditure of more than \$31,000,000 since 1903, of which about \$25,000,000 remains to be spent. It is no idle boast to say that with this vast sum Baltimore is solving engineering problems and constructing works which are attracting the attention of the world. The Baltimore of tomorrow will be a model city as to pavement, sewerage, water works, fire protection and many other features. This is evidence of civic pride.

By reason of its advantageous geographical position and its excellent harbor possibilities, Baltimore may reap larger advantages than any other Atlantic port. It remains for Baltimore to make readjustments to these new conditions by providing additional harbor facilities on its great water frontage. It is the inevitable law, failure to make readjustments, means growth is halted.

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## ELEMENTARY GENERAL GEOGRAPHY.

### THE ELEMENTARY TEXT:

In the fourth grade the elementary text in geography should be introduced. The text should be descriptive in character and the use of this text should be continual until a general survey of North America, the United States and the Continents have been made.

### THE COURSE:

The following is suggested as a course in General Geography:

1. *Years* 1-3. Home Geography through elementary stage.  
Some work on world as whole. Human types.

2. *Fourth Year.* General survey of the world. North America, the United States and the remaining continents.
3. *Fifth Year.* *Maryland* and a review of the continents.
4. *Sixth Year.* Second survey of Europe and North America completed.
5. *Seventh and Eighth Grades.* Correlation of geography, agriculture and physiology for rural schools, or commercial geography correlated with economics and physiology for urban schools.

#### A TIME SCHEDULE :

In order to evaluate the different topics and show how they may be covered, the following time schedule is given :

#### GRADE 4.

##### FIRST TERM :

North America .....	Two Weeks.
United States as a whole (Home Geography— Industrial Life) .....	Three Weeks.
United States by sections .....	Seven Weeks.
Canada and Newfoundland .....	One Week.
Mexico and Central America .....	One Week.
West Indies .....	One Week.

##### SECOND TERM :

South America and its Countries .....	Three Weeks.
Europe and its Countries .....	Six Weeks.
Asia and its Countries .....	Three Weeks.
Africa and its Countries .....	Two Weeks.
Australia and its Countries .....	One Week.

#### GRADE 5.

##### FIRST TERM :

Home Geography, Intermediate Stage and State of Maryland .....	Twelve Weeks.
South America .....	Three Weeks.

##### SECOND TERM :

Europe .....	Five Weeks.
Africa .....	One Week.
Asia .....	Four Weeks.
Australia and Islands of Sea .....	Two Weeks.
Review.	



## SIXTH GRADE.

## FIRST TERM:

Europe as a whole .....	Four Weeks.
British Isles .....	Two Weeks.
Holland and Belgium .....	One Week.
Norway, Sweden and Denmark .....	One Week.
Germany .....	One Week.
France .....	One Week.
Switzerland (three lessons)	
Spain and Portugal (two lessons).....	One Week.
Austria-Hungary .....	One Week.
Italy .....	One Week.
Greece and Southeastern Europe .....	One Week.
Russia .....	One Week.
Review.	

## SECOND TERM:

North America .....	One Week.
United States as whole .....	Two Weeks.
United States by sections .....	Six Weeks.
Canada, Mexico and Central America .....	Two Weeks.
West Indies .....	One Week.
Maryland and Home Geography (advanced stage) .....	Three Weeks.

## SEVENTH AND EIGHTH GRADES.

The author believes that the subjects of Agriculture, Geography and Physiology may, to advantage, be correlated in the seventh and eighth grades in rural schools. In urban schools Commercial and Industrial Geography should be correlated with Economics and Physiology. This would save much time and duplication.

## SOME SUGGESTIONS AS TO METHOD.

## DEVELOPING THE IDEA OF A CONTINENT:

Take imaginary trips to east, west, north and south, till the ocean is reached. Refer to these travels on a map of North America. Emphasize the fact that travel in any direction leads to the ocean. See that all new forms, as isthmus, grand division, etc., are understood by reference to the reality, sand board or pictures; never introduce the definition first.

## NOTION OF THE WORLD AS A WHOLE:

It is well before the continent of North America is taken up for the first time to take an imaginary trip around the world,

pointing out on the globe the successive points as the journey progresses. Take first the trip across the sea to the east, giving interesting items of life on the sea and emphasizing the vast space covered by the waters of the ocean. Carpenter's Europe, page 12, will furnish material for such an account. Refer to the voyage of Columbus. The homes of the races of mankind will give interest to the journey. Refer to globe and map as each is discussed.

How to develop the idea of the shape of the earth, the turning of the earth on its axis, and the zones usually given in the first pages of a geography text are explained in this article in connection with home geography.

#### NORTH AMERICA:

Every now and then, before the lesson, there should be a few minutes' work with the globe to keep before the pupils the shape of the earth, the relative position of the grand divisions and the hot, cold and temperate parts of North America. There should also be a bit of short and sharp review in each lesson. Avoid stereotyped reviews. Vary the form.

The text will contain many new words and ideas, hence pick out the main points and illustrate them. Confine the work to geography and do not go into detail in this survey.

The frequent sketching of North America will help impress its shape. Pupils should be encouraged to practice until they can make a creditable outline in a very limited time. The model outline should contain only the main features.

If the work suggested in the elementary stage of home geography has been done, a ridge, a plain, a river system, divide, spring, lake, mountain will be familiar. Teach what has not been seen in the field by pictures and the sand table. In using pictures, ask questions to be sure that the children see the features desired.

At the completion of the study of North America as a whole, the class should know definitely its most important and largest features—its zones, variations in climate from north to south, its surrounding oceans, its relative position on the globe, its largest bays, gulfs and islands, its important lowlands, mountain chains and drainage systems, its distribution of population, very simply, as determined by the occupations of the people. Further, the children should be able to draw a fairly accurate, rough sketch of its outline and put in the Rocky and Appalachian Mountains and the larger rivers.

Below is a list of features which the pupils at this time should be able to pronounce, spell and locate on their maps:

## INDENTATIONS.

Hudson Bay	Caribbean Sea
Baffin Bay	Gulf of California
Davis Strait	Bering Sea
Gulf of St. Lawrence	Bering Strait
	Gulf of Mexico

## PENINSULAS, ISLANDS.

Nova Scotia	Greenland
Florida	Newfoundland
Yucatan	West Indies
Lower California	Vancouver

## MOUNTAINS, RIVERS.

Rocky	Ohio
Appalachian	Rio Grande
Cascade	St. Lawrence
Sierra Nevada	Saskatchewan
Mississippi	Mackenzie
Missouri	Yukon

The best preparation possible for a study of the United States and its sections, is definite knowledge of the location of these larger and more important features.

## THE UNITED STATES AS A WHOLE.

In the study of the United States keep to the essentials and characteristic features. Facts should be learned with power to use them for correlation and comparison.

The bounding of States and the locating of capitals are not profitable at this time. However, the children should know how to locate the sections and how the States are grouped in each

Insist upon constant reference to maps while the text is being studied and much map drawing; give short map reviews. This will fix essentials in the pupil's mind.

## CLIMATE:

Show the position of our country in its grand division and on the globe. Note the nearness of the northern part to the arctic circle. Weather observations should have given the usual weather conditions for summer and winter. Recall these. Contrast southern and northern scenes, and compare them with the home region.

Review carefully the work of previous grades on "Water and Its Forms," being sure that ideas on evaporation and condensation are clear. Be certain that the class understands how moisture, evaporated over the surface of the sea, is borne inland to be condensed and fall as rain.

Study the distribution of rainfall from maps. Locate with the class from a wall map (make one, if none is at hand) regions of:

1. Abundant rainfall. Distinguish between:
  - (a) Warm region, well distributed rainfall. Hence abundant vegetation.
  - (b) Warm region, poorly distributed rainfall, result: arid or semi-arid tracts.
  - (c) Cold region; result: snow.
2. Medium rainfall; result: crops are possible.
3. Slight rainfall; result: practical desert.

Correlate the rainfall map with production maps as the work proceeds.

## RESPONSES IN OCCUPATIONS:

The operation of physical and industrial controls has brought about in the United States the development of great industrial regions as a response. Each of these regions furnishes certain possibilities of occupations. Talk over thoughtfully with the class the possibilities of occupations in the various parts of the United States, considering the relief, the temperature, the rainfall, the soil and the density of population. Point out that manufacturing will be carried on chiefly in the regions of the densest population. In this way reason out the following industrial areas and the chief products of each:

1. The chief agricultural sections.
2. The chief grazing sections.
3. The mining regions.

4. The lumbering regions.
5. The manufacturing regions.
6. The fishing grounds.

#### THE UNITED STATES BY SECTIONS.

Before beginning the study of the United States by sections, take, or review, the work of Part V of the Elementary Stage of Home Geography on the industrial life of the vicinity. Consider the topography, the rainfall, the temperature (summer and winter) the food crops, the forests. Have the class bring in specimens of crops, of wood, and minerals from mines, then have them make a large chart of the vicinity after this manner:

##### HOWARD PARK, BALTIMORE.

*Temperature*—Hot summers, cool winters.

*Rainfall*—About 44 inches per year; plenty for crops.

*Soil*—Red clay; hard to work.

*Forest Trees*—Oak, pine, etc.

*Chief Crops*—Fruits and garden truck.

*Chief Occupations*—In the city, merchants, manufacturing, etc., gardening and dairying.

Make a booklet to illustrate the chart containing pictures of farms, mines, factories in the vicinity, together with any advertisements or other clippings from newspapers and magazines.

Begin with the home section of the United States.

There should be a brief review of North America, associating the northern section with what has already been learned. At this point is the time to learn essential geographical facts, as the names of the States of the northern section, the Lake States, the Atlantic states, etc., using an outline map drill each day on these essentials.

Before taking up the industrial study of the section, give oral lessons on each of the main industries of the home section of the United States. These lessons should be in the nature of brief types, using parts of such books as Chamberlain's "How We Are Fed," etc., and Carpenter's "North America."

#### SUMMARY OF A SECTION:

Pupils should be held rigidly to "knowing" certain facts:



1. Location and name of each State; main features of relief and drainage and ability to place these on an outline or sketch map.
2. Main resources of the section.
3. Chief industries and products.
4. Chief cities and locations.

#### THE OTHER SECTIONS OF THE UNITED STATES:

Take up the other sections in order, working outward from the home section. Compare each section with those previously studied as to relief, climate, soil and production. Then make a special study of the main industries as in the northern section.

#### SUMMARY OF THE UNITED STATES:

When the study by sections is completed, have a comparative review, using some simple outline, as the summary for each section. Give at least a day each to the four topics. Not all the place geography taught will be remembered by each pupil. The minimum insisted upon should include some one hundred geographical features with names and locations:

States and Territories.....	50
Cities (at least).....	20
Relief Features .....	(about) 10
Rivers .....	(about) 10
Lakes .....	6
Capes and Indentations.....	(about) 7

In studying the minor countries of North America use the United States as a standard of comparison.

#### OTHER GRAND DIVISIONS.

The study of each new grand division should be begun with the globe in order to locate it in zones and in reference to oceans and other grand divisions.

Before the text-book study of a new grand division is taken up, compare the continent with North America and make use of the knowledge gained from a study of it and of the United States in particular. Make inferences as to the temperature from its position as to rainfall from its relief and winds, from these determine the possible products and occupations. Pupils find great pleasure in verifying their conclusions in the text. If a conclusion does not hold, you have a good problem in finding why.

In the study of the countries of a grand division constantly compare to like regions of the United States or North America. Associate the countries in physiographic regions rather than have the pupils try to remember facts of isolated countries.

At the end of the elementary survey of the world, a review of the world should be given, which would include (1) manners and customs of main peoples; (2) important products of the main countries; (3) main products of exchange between the countries; (4) routes of trade between the United States and other countries, such as across the Atlantic to Europe, across the Pacific to China and Japan, southward to South America. Avoid too much detail, and keep to essentials.

The names and locations of geographical features that should be required would be distributed as follows:

Oceans, Continents and Grand Divisions.....	13
North America, including United states and other	
Countries .....	150
South America .....	(about) 30
Europe .....	(about) 80
Asia .....	(about) 50
Africa .....	(about) 35
Australia, East Indies, etc.....	(about) 12

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If the geography outlined for grades three and four has been well taught, pupils will have a fund of geographical knowledge for future work. Space forbids the discussion of the work of the following grades. In these grades children should be required to get exact and definite information from the text and other sources. The teacher should demand it, and then review frequently enough to make sure it is not forgotten.

## NUCLEUS FOR A SCHOOL LIBRARY

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### A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

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The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are all adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library where books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their homes and supplementary reading.

1. "Work That Is Play" (Prim.), based on Æsops Fables, Gardner. A. Flanagan & Co., 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co., 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co., 25 cents.
4. Stories of Colonial Children (Prim.), Pratt. Ed. Publishing Co., 40 cents.
5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co., 40 cents.
6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co., 30 cents.
7. Nature Stories (Prim.), Animals, Tame and Wild, Davis, Ed. Publishing Co., 40 cents.
8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldredge, 50 cents.
9. Washington and His Country (Int.), Fiske. Ginn & Co., 60 cents.
10. Wonder Book for Boys and Girls (Prim.), Hawthorne, Ed. Publishing Co., 40 cents.
11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co., 36 cents.
12. Natural Reader Primer (Prim.), Ball. Ginn & Co., 25 cents.
13. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.
14. History Primer (Prim.), Gerson. Hinds, Noble & Eldredge, 50 cents.
15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co., 50 cents.
16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co., 60 cents.
17. Tales and Customs of the Ancient Hebrews (Prim.) Herbst. A. Flanagan & Co., 35 cents.
18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co., 40 cents.
19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co., 60 cents.
20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co., 50 cents.
21. Great Americans for Little Americans (Prim.), Eggleston. American Book Co., 40 cents.
22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co., 30 cents.

23. American History Stories, Vols I and II (Int.), Pratt. Ed. Publishing Co., 36 cents each.

24. The Jungle Book (Int.), Kipling. Century Co., \$1.50.

25. A Child's History of England (Int.), Dickens. H. Altemus Co., 50 cents.

26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co., 35 cents.

27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath, 25 cents and 35 cents.

29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath, 40 and 50 cents.

31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. American Book Co., 50 cents.

32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co., 40 cents.

33. Leaves From Nature's Story Book, Vol. I (Prim.), Kelly, Ed. Publishing Co., 40 cents; Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co., 40 cents.

34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co., 25 cents.

35. Thirty More Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.

36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co., 36 cents.

37. Outdoor Secrets (Int.), Boyle. A. Flanagan & Co., 35 cents.

38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co., 40 cents.

39. Black Beauty (Int.), Sewell. A. Flanagan & Co., 30 cents.

40. Once Upon A Time Stories (Prim.), Hix, Longmans, Green & Co., 25 cents.



BOOKS FOR TEACHERS' LIBRARY

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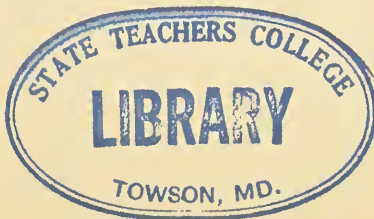
- ARNOLD. Waymarks for Teachers. Silver, \$1.25
- BAGELEY, WM. CHANDLER. The Educative Process. Macmillan. \$1.25.
- . Classroom Management. Macmillan. \$1.25.
- BALDWIN, JOSEPH. Elementary Psychology and Education. Appleton. \$1.50.
- . Psychology Applied to the Art of Teaching. Appleton. \$1.50.
- . School Management and School Methods. Appleton. \$1.50
- BOONE, RICHARD G. Education in the United States. Appleton. \$1.50.
- BRADBY, H. C. Rugby School. Macmillan. \$1.50.
- BRYAN. The Basis of Practical Teaching. Silver.
- BUTLER, NICHOLAS M. The Meaning of Education. Macmillan. \$1.00.
- COMPAYRE, GABRIEL. Intellectual and Moral Development of the Child. Appleton. \$1.50.
- CHUBB, PERCIVAL. The Study and Teaching of English. Macmillan. \$1.00.
- CLOW. Economics as a School Study. Macmillan.
- COIT, STANTON. Ethics for Teachers. Macmillan. \$1.00.
- COMMITTEE OF SEVEN. The Study of History in Schools. Macmillan. 50 cents.
- CRONSON, BERNARD. Methods in Elementary School Studies. Macmillan. \$1.25.
- DAVIDSON, THOMAS. The Education of the Greek People. Appleton. \$1.50.
- DE GARMO, CHARLES. Interest and Education. Macmillan. \$1.00.
- . Principles of Secondary Education. Macmillan. \$1.25.
- DEXTER, EDWIN GRANT. History of Education in the United States. Macmillan. \$2.00.
- DEWEY, JOHN. School and Society. University Press.
- DE GUIMPS, ROGER. Life and Works of Pestalozzi. Appleton. \$1.50.
- DUTTON, S. T. Social Phases of Education. Macmillan. \$1.25.
- ECKOFF, WM. J. Herbart's A B C of Sense-Perception. Appleton. \$1.50.
- FINDLAY, J. J. Principles of Class Teaching. Macmillan. \$1.25.

- FOUILLEE, ALFRED. Education from a National Standpoint. Appleton. \$1.50.
- FROEBEL, FRIEDERICH. Education of Man. Appleton. \$1.50.
- . Pedagogics of the Kindergarten. Appleton. \$1.50.
- . Educational Laws. Appleton. \$1.50.
- . Education by Development. Appleton. \$1.50.
- HARRIS, WILLIAM T. Psychologic Foundations of Education. Appleton. \$1.50.
- HALLECK, R. P. The Education of the Central Nervous System. Macmillan. \$1.00.
- HAMILTON, SAMUEL. The Recitation. Lippincott.
- HANUS, P. H. Educational Aims and Values. Macmillan. \$1.00.
- HERRBART, J. F. Outlines of Educational Doctrine. Macmillan. \$1.25.
- . A Text Book in Psychology. Appleton. \$1.00.
- HINSDALE, B. A. How to Study and Teach History. Appleton. \$1.50.
- HORNE, HERMAN H. Psychological Principles of Education. Macmillan. \$1.75.
- HUEY. Psychology and Pedagogy of Reading. Macmillan.
- . Philosophy of Education. Macmillan. \$1.50.
- KLEMM, L. R. European Schools. Appleton. \$2.00.
- . Higher Education of Women in Europe. Translation. Appleton. \$1.00.
- LOCKE, JOHN. Thoughts on Education. Macmillan. \$1.00.
- LUCKEY. The Professional Training of Secondary Teachers in the United States. Macmillan.
- McMURRY, C. A. and F. M. The Method of the Recitation. Macmillan. 90 cents.
- McMURRY, CHARLES A. Special Method in the Reading of English Classics. Macmillan. 75 cents.
- . Elements of General Methods. Macmillan. 90 cents.
- . Special Method in Primary Reading and Oral Work. Macmillan. 60 cents.
- . Special Method in Geography. Macmillan. 70 cents.
- . Special Method in History. Macmillan. 75 cents.
- . Special Method in Elementary Science. Macmillan. 75 cents.
- . Special Method in Arithmetic. Macmillan. 70 cents.
- . Special Method in Language in the Eight Grades. Macmillan. 70 cents.
- . Nature Study Lessons for Primary Studies. Macmillan.

- . Type Studies from United States Geography. Macmillan 50 cents.
- MONROE, PAUL. A Text Book in the History of Education. Macmillan. \$1.90.
- McLELLAN and DEWEY. The Psychology of Number. Appleton. \$1.50.
- MONTAIGNE. The Education of Children. Appleton. \$1.00
- MORRISON, GILBERT B. The Ventilation and Warming of School Buildings. Appleton. \$1.00.
- OPPENHEIM, NATHAN. Mental Growth and Control. Macmillan. \$1.00.
- O'SHEA, M. V. Dynamic Factors in Education. Macmillan. \$1.25.
- PAINTER. A History of Education. Appleton. \$1.20.
- PAYNE. Public Elementary School Curricula. Silver. \$1.00.
- PAYNE, W. H. Rousseau's Emile; or, Treatise on Education. Appleton. \$1.50.
- PUTNAM. Manual of Pedagogics. Silver. \$1.50.
- PICKARD, J. L. School Supervision. Appleton. \$1.00.
- QUICK, ROBERT H. Essays on Educational Reformers. Appleton. \$1.50.
- REDWAY, J. W. The New Basis of Geography. Macmillan. \$1.00.
- ROWE, S. H. The Physical Nature of the Child. Macmillan. 90 cents.
- SHAW, E. R. School Hygiene. Macmillan. \$1.00.
- SAUNDERS, THOMAS E. Management and Methods. Claude J. Bell Co., Nashville, Tenn.
- SEELEY, LEVI. History of Education. A. B. Co. \$1.25.
- SHELDON, HENRY D. Student Life and Customs. Appleton. \$1.20.
- THORNDYKE, EDWARD L. Principles of Teaching. A. G. Seiler, N. Y.
- THRING, EDWARD. Theory and Practice of Teaching. Macmillan.
- WARE, FABRIAN—. The Educational Foundations of Trade and Industry. Appleton. \$1.20.
- WARNER, F. Growth and Training of the Mental Faculties. Macmillan. \$1.00.
- WELTON, J. The Logical Basis of Education. Macmillan. \$1.00.
- WILSON, LUCY J. W. Picture Study in Elementary Schools. Macmillan. 90 cents.
- . Domestic Science Manual. Macmillan. 90 cents.
- ZIMMERN, A. Methods of Education in the United States. Macmillan. \$1.00.
- FOGHT, HAROLD W. American Rural School. Macmillan. \$1.25.
- FLESHMAN, ARTHUR C. Educational Process. Lippincott. \$1.25.

- MURPHY, D. C. Turning Points in Teaching. Flanagan. 75 cents.
- McMURRAY, FRANK M. How to Study. Houghton. \$1.25.
- BAILY, L. H. The State and the Farmer. Macmillan. \$1.00.
- BRIGGS and COFFMAN. Reading in Public Schools. Row, Peterson. \$1.25.
- BUCK, EDITH C. A Guide to the Teachers' Mastery. Parrott, Waterloo, Iowa. \$1.00.
- BRUMBAUGH, MARTIN G. The Making of a Teacher. S. S. Times Co., Philadelphia, Pa. \$1.25.
- BIRDSEYE, CLARENCE F. The Reorganization of Our Colleges. Baker & Taylor Co. \$1.75.
- BROWN, JOHN F. The American High School. Macmillan. \$1.25.
- McKEEVER, WM. A. Psychological Method in Teaching. Flanagan. \$1.25.
- LEONARD, MARY H. Grammar and Its Reasons. Barnes. \$1.25.
- KEITH, JOHN A. H. Elementary Education. Scott Foresman. \$1.00.
- KEY, ELLEN. The Education of the Child. Putnam. 75 cents.
- DRAPER, ANDREW S. American Education. Houghton. \$1.60.
- GRAVES, FRANK P. History of Education Before the Middle Ages. Macmillan. \$1.25.
- GILBERT, CHAS. B. The School and Its Life. Silver. \$1.00.
- GILLETTE, JOHN M. Vocational Education. A. B. Co. \$1.00.
- ADAMS, JOHN. Exposition and Illustration in Teaching. Macmillan. \$1.00.
- CHAMBERLAIN, ARTHUR H. Standards in Education. A. B. Co. \$1.25.
- SEELEY, LEVI. Elementary Pedagogy. Hinds & Noble. \$1.25.
- . School Management. Hinds & Noble. \$1.25.
- SOGARD, JOHN. Public School Relationship. Hinds. \$1.25.
- ELIOT, CHAS. W. Educational Reform. Century. \$1.50.
- EARHART, LIDA B. Teaching Children to Study. Houghton. 75 cents.
- HALL, G. STANLEY. Aspect of Child Life and Education. Ginn. \$1.50.
- . Youth, Its Education, Regimen and Hygiene. Appleton. \$1.50.
- HUGHES, EDWIN H. The Teaching of Citizenship. Wilde. \$1.00.
- TAYLOR, JOS. S. Class Management. Barnes. 75 cents.
- HOLLISTER, HORACE A. High School Administration. Heath & Co., Boston.
- JONES, W. F. Principles of Education. Macmillan.

- PARTRIDGE, G. E. The Nervous Life. Sturgis & Walton, N. Y.
- DUTTON & SNEDDEN. Administration of Public Education in the U. S. Macmillan.
- COSGROVE, CHAUNCEY P. The Teacher and the School. Scribners.
- CHANCELLOR, WM. E. Class Teaching and Management. Harpers.
- KERSCHENSTEINER, GEORGE. Education for Citizenship. Rand McNally.
- HASKINS, FRED. The American Government. Lippincott. 80 cents.
- KEMP, E. L. History of Education. Lippincott. \$1.25.
- GARBER, JOHN P. Annals of Educational Progress. Lippincott. \$1.25.
- GRICE. Home and School. Christopher Sower Co. 40 cents.





## LEADING EDUCATIONAL BOOKS OF THE YEAR

Briefly Reviewed by THE INDEPENDENT

## EDUCATION AND PSYCHOLOGY.

- Cyclopedia of Education*—Edited by Paul Monroe. Volumes III and IV. New York: Macmillan Co. \$5.00 each.
- Original Nature of Man*—By Edward L. Thorndike. New York: Teachers' College, Columbia University. \$2.50.
- Guide to the Montessori Method*—By E. Y. Stevens. New York: F. A. Stokes Co. \$1.00.
- Experimental Psychology and Pedagogy*—By R. Pintner. New York: Macmillan Co. \$3.75.
- Introduction to Psychology*—By W. M. Wundt. New York: Macmillan Co. 90 cents.
- Outlines of the History of Psychology*—By Max Dessoir. New York: Macmillan Co. \$1.60.
- First Course in Philosophy*—By J. E. Russell. New York: Henry Holt & Co. \$1.50.
- A First Book in Metaphysics*—By W. T. Marvin. New York: Macmillan Co. \$1.50.
- Human Behavior*—By S. S. Colvin and W. C. Bagley. New York: Macmillan Co. \$1.00.
- Psychology as Applied to Education*—By P. M. Magnusson. New York: Silver, Burdett & Co. \$1.50.
- School Hygiene*—By F. B. Dresslar. New York: Macmillan Co. \$1.25.
- Health and the School, a Round Table*—By Frances Williston Burks and Jesse D. Burks. New York: D. Appleton & Co. \$1.50.
- Posture of School Children*—By Jessie H. Bancroft. New York: Macmillan Co. \$1.50.
- The Child: Its Care, Diet and Common Ills*—By E. M. Sill. New York: Henry Holt & Co. \$1.25.
- The Way to the Heart of the Pupil*—By H. Weimer. New York: Macmillan Co. 60 cents.
- Psychology and Auto-Education*—By H. E. Hunt. Syracuse, New York: C. W. Bardeen. 50 cents.

- The Shattered Halo*—By C. W. Bardeen. Syracuse, New York: C. W. Bardeen. \$1.00.
- Weaknesses of Universities*—By A. S. Draper. Syracuse, New York: C. W. Bardeen. 50 cents.
- The Teachers*—By Florence Milner. Chicago: Scott, Foresman & Co. \$1.25.
- Educational Administration—Quantitative Studies*—By G. D. Strayer and E. L. Thorndike. New York: Macmillan. \$2.00.
- Variations in the Grade of High School Pupils*—By C. T. Gray. Baltimore, Maryland: Warwick & York. \$1.25.
- Elementary School Standards*—By F. M. McMurry. Yonkers-on-Hudson, New York: World Book Co. \$1.50.
- School Organization and the Individual Child*—By W. H. Holmes. Worcester, Massachusetts: Davis Press. \$2.00.
- Twelfth Year-Book of the National Society for the Study of Education*—Parts I, II—University of Chicago Press.
- Reports of Investigations by Members of the Society of College Teachers of Education*—Number 11—University of Chicago Press.
- What Children Study and Why*—By C. B. Gilbert. New York: Silver, Burdett & Co. \$1.50.
- Vocations for Girls*—By M. A. Laselle and K. E. Wiley. Boston: Houghton Mifflin Co. 85 cents.
- Education for Social Efficiency*—By Irving King. New York: D. Appleton & Co. \$1.50.
- Moral Training in School and Home*—By C. H. Sneath and G. Hodges. New York: Macmillan Co: 80 cents.
- New Education in Religion*—By Henry Berkowitz. Philadelphia: Jewish Chatauqua Society. \$1.25.
- Character Building in School*—By Jane Brownlee. Boston: Houghton Mifflin Co. \$1.00.
- Better Schools*—By B. C. Gregory. New York: Macmillan. \$1.25.
- The Education of Tomorrow*—By Arland D. Weeks. New York: Sturgis & Walton Co. \$1.25.
- Origin and Ideal of the Modern School*—By Francisco Ferrer. New York: G. P. Putnam's Sons. \$1.00.
- The Art of Education*—By Ira Woods Howerth. New York: Macmillan Co. \$1.00.
- Everyday Problems in Teaching*—By M. V. O'Shea. Indianapolis, Indiana: Bobbs Merrill Co. \$1.25.
- The Dramatic Method of Teaching*—By Harriet Finlay-Johnson. Boston: Ginn & Co. 30 cents.

- Educational Dramatics*—By E. S. Fry. New York: Moffat, Yard. 50 cents.
- Principles of Educational Practice*—By Paul Klapper. New York: D. Appleton & Co. \$1.75.
- The Country School*—By Homer H. Seerley. New York: Scribner's Sons. \$1.00.
- High School Education*—By C. H. Johnston. New York: Scribner's Sons. \$1.50.
- Problems in Modern Education*—By W. S. Sutton. Boston: Sherman, French & Co. \$1.35.
- Humanities in the Education of the Future*—By W. B. Owen. Boston: Sherman, French & Co. \$1.25.
- University and Historical Addresses*—By James Bryce. New York: Macmillan. \$2.25.

The two volumes which during the past year have been added to the *Cyclopedia of Education*, edited by Professor Monroe, bring that work within one volume of completion. The high standard of the earlier volumes has been maintained, and the entire work will, doubtless, prove not merely the only general reference work on education in English, but also the most valuable cyclopedia of education in any language.

Educational psychology has this year received several important contributions. Professor Thorndike's book on *The Original Nature of Man* is one of the most notable of these. It is intended to constitute the first of three volumes on educational psychology. The third of these volumes appeared in 1903 under the title *Educational Psychology*. It treats of *Individual Differences and Their Causes*. The second volume, yet to appear, will deal with *The Psychology of Learning*. Professor Thorndike shows his usual fertility of mind in his treatment of man's inherent nature. He reduces all original tendencies to terms of situations and the native responses thereto. These responses he catalogues as responses of sensitivity, attention, gross bodily control, food getting, protection, anger, motherly behavior, responses to the presence, approval and scorn of men, masterly and submissive behavior and several minor types of activity. Imitation is shown not to be an original tendency. The modification of responses comes when they are thwarted. This is the fundamental basis of dissatisfaction, the "original annoyer," the beginning of learning. Various theories of the process of forming new connections are discussed, the author concluding that the laws of exercise alone may account for it. Critical discussions of the inheritance of acquired characteristics, of

the recapitulation theory and of the value of man's original endowment and its defects conclude a very stimulating book. For Professor Thorndike nothing is so well accepted as to be believed without being reviewed in the light of the facts as he sees them.

Dr. Pintner's translation of Schulze's *Experimental Psychology and Pedagogy* will be found full of valuable suggestions as to experiments dealing with psychological topics many of which have educational bearings. The experiments deal with the anthropometrical measurements, the measurement of sensations, of preceptions, of space and time, of fertility of ideas, of the character and intensity of the feelings as indicated by various forms of expression, of reaction time, of the expressions and the scope of attention, of power of assimilation, of the memory, of apperceptive combinations, of the sounds and the melody of speech, and of mental and physical work. The mathematical treatment of the results of measurements and of correlations is also discussed. The book is richly illustrated.

We are also indebted to Dr. Pintner for a translation of Wundt's very brief and popular *Introduction to Psychology*. The book gives a conception of the problems, methods and results of modern experimental psychology. It aims to bring out the most of its points through suggested concrete experiments. It can be read at one sitting.

Another valuable translation is Professor Dessoir's *Outline of the History of Psychology* put into English by Mr. Fisher. The history of psychology has come to English readers largely through the history of philosophy. It is a distinct addition to our resources to have the fortunes of psychology presented by themselves in this brief product of scholarship.

Professor Russell's *First Course in Philosophy* and Professor Marvin's *First Book in Metaphysics* essay the same task, *i. e.*, that of providing a book which shall orient the student in the problems of philosophy directly, instead of approaching the subject through a study of the history of philosophy. Both are excellent, being simple and clear in style, well adapted to provoke the interest and the best thought of the beginner in philosophy without confusing or unduly perplexing him. Professor Russell follows rather more the traditional lines of organization in his subject matter, discussing first the problems of reality, then that of knowledge, and finally that of conduct. Professor Marvin breaks quite away from this mode of procedure. Beginning with a discussion of the relation of science to faith and metaphysics, he proceeds to deal with such



questions as the validity of logic, the truth of the universal, the nature of causation and of evolution, and the errors of idealism and criticism, and concludes with a definition of the significance of logic, mathematics, the physical life and mind. Professor Russell puts his discussions in the setting of the great philosophies of history. Professor Marvin sticks rather closely to the modern. Professor Russell presents opposing views impartially and without decisions. Professor Marvin is frankly a partizan of the new Realism.

*Human Behavior*, by Professors Colvin and Bagley, is a brief text-book on psychology designed for teachers. It is dominated by the "functional" point of view and presents the main facts of psychology according to a spiral plan. Part I distinguishes the various forms of consciousness and points out the function of each. The other two parts go a little more exhaustively into the processes sketched in Part I. The book is well adapted to the purpose for which it was planned.

Dr. Magnusson has given to the public in his *Psychology as Applied to Teaching* a hodge-podge of elementary psychology, educational psychology, child study and methods of teaching, together with a discussion of the educational values of the subjects in the curriculum and an eulogistic account of the Montessori system. The book is simple and full of good sense. It will prove useful to untrained teachers and possibly as a text-book in normal and training schools.

One of the most useful books on *School Hygiene* that has yet appeared is that of Professor Dresslar. It covers in a simple yet comprehensive way what teachers and school authorities, whether in large cities, country towns or rural districts, should know. School hygiene is a rapidly developing field of investigation, and a book which like this of Professor Dresslar is authoritative in regard to what is known as the present time is indispensable to all who are teaching or providing school accommodations.

Miss Bancroft's book on *The Posture of School Children* treats in detail the various physical defects which display themselves in the carriage of the body. These defects concern the spine, the head, the chest, the shoulders, the pelvis, abdomen and feet. The methods of prevention and correction which are described were tried out with success in two years of special experimenting in New York City with over 200,000 children. The book is abundantly illustrated. Dr. Sill's book on *The Child, Its Care, Diet and Common Ills* is a good brief manual for young mothers. It gives special attention to the diseases of children and their treatment.



During the year there have appeared a number of studies in education which carry out what many regard as the great desideratum in this field today, namely, the establishment of knowledge gained by scientific methods in place of mere opinion. *Educational Administration, Quantitative Studies* by Professors Strayer and Thorndike is the most extensive and valuable of these. It puts in a readily available form a great number of investigations made by the faculty, students and graduates of Teachers' College during recent years. The researches include studies of the character and progress of students, of the character and efficiency of the teaching staff, of the organization of schools and courses of study, of the measurement of school achievements, and of school finance. Another notable book having a similar purpose is Professor McMurry's *Elementary School Standards*. This work is an outcome of the New York School Inquiry, and represents Professor McMurry's plan for determining the efficiency of the instruction, curriculum and supervision in the schools he visited. Four main criteria are employed. The work must have motive, there must be a sense of relative value, there must be attention to organization, and initiative must be displayed. These standards should be in evidence, Professor McMurry thinks, all along the line, from superintendent and course of study to teacher and pupil. The book is a source of light and leading in a field where there is much vagueness and confusion. *School Organization and the Individual Child* by Dr. William H. Holmes states clearly the various plans that have been evolved to adapt school organization to the needs of individual children, normal, supernormal and subnormal. The author surveys the field comprehensively, taking into account not only the plans tried in this country, but also experiments abroad. Gray's *Variation in the Grades of High School Pupils* points out that there is much less variation in the marks of high school students than is usually thought, and that the unreliability of the teacher's gradings is a large cause of the variability that exists. *The Twelfth Yearbook of the National Society for the Study of Education* contains a valuable discussion of *The Supervision of City Schools* by Dr. Franklin Bobbitt, an account by Professor John W. Hall of the original and efficient plan for supervising beginning teachers employed by him in Cincinnati, and an excellent summary of conditions in reference to the supervision of rural schools by a number of men prominent in this field.

Superintendent Charles B. Gilbert has put much of his long practical experience into his *What Children Study and Why*. The book aims mainly to point out the uses of the subjects in the elementary curriculum, but it offers much sound advice as to what should be taught and how this teaching should be done in order

that the children may realize the true value of their studies. Disciplinary values seem a little overemphasized, and the book is rather conservative in tone.

The problem of vocational guidance is at the focus of attention now, and the excellent treatment of *Vocations for Girls* by Miss Mary A. Laselle and Miss Katherine E. Wiley will afford help not only to those for whom it was written,—i. e., girls looking about to find what they can do to make a living,—but also to schoolmen who are striving to develop a system that will prepare the young for the responsibilities of life. This general problem is treated also in Professor King's *Education for Social Efficiency*. Professor King gives a good summary of the current lines of educational progress toward socializing the life of the school, making the school a social center and utilizing play in education. He gives special attention to the important problem of building up the social efficiency of the rural school.

Moral education continues to receive attention, and this year we have two simple and practical discussions of the subjects in *Moral Training in the School and Home* by Professor Sneath and Dean Hodges, and *Character Building in School* by Jane Brownlee. The first of these books covers the larger field and is the more systematic. Its authors emphasize strongly the value of the story in moral culture. The new program of religious and moral education among the Jews is set forth in *The New Education in Religion* by Dr. Berkowitz, the Chancellor of the Jewish Chataqua Society.

Three books which, each from a different angle of vision, propose extensive reforms in the schools are *Better Schools* by Superintendent Gregory, *The Education of Tomorrow* by Professor Weeks, and Ferrer's *The Origin and the Ideals of the Modern School*, translated by Joseph McCabe. Supt. Gregory proposes no radical reconstruction, but admits some justice in the common criticisms that the school as it exists teaches too many things and slights essentials, fails to meet the vocational needs of the times and does not properly instil "gumption" into its pupils. He discusses the curriculum with a view toward showing how these defects may be remedied. Professor Weeks is more radical. He proposes to democratize the curriculum by reconstructing it so that it will not emphasize consumption exclusively, as does the standard liberal school of today, he thinks, nor production alone, as do vocational schools, but all aspects of the economic life, production, distribution and consumption. English readers will welcome the appearance in our language of Professor Ferrer's account of his revolutionary

school, and may be surprised to know that its cardinal ideas as set forth by him were merely freedom and democracy.

*The Art of Education* by Professor Howerth and *Everyday Problems in Teaching* by Professor O'Shea deal with the subject of how to teach. Professor Howerth aims at a general exposition, and emphasizes especially the subject of interest and the nature of the ideal product of culture. His book is interesting, but not especially original. Professor O'Shea takes up mainly the subjects of government and discipline and the teaching of how to think and to execute. Among the books on method we note Miss Stevens' excellent *Guide to the Montessori Method*, and two small volumes on dramatics in the school. One, *The Dramatic Method of Teaching*, by Harriet Finlay-Johnson, shows how to intensify interest in literature and other studies by having the children act the scenes portrayed. The other, *Educational Dramatics*, by Emma S. Fry, gives instruction for the amateur actors.

A rather popular though extended presentation of general educational principles containing much practical advice on details is *Principles of Educational Practice* by Dr. Paul Klapper. Homer H. Seerley's book on *The Country School* is a good, practical book, full of helpful suggestions for preserving the strength and improving the efficiency of the very important institution for which President Seerley has prepared so many teachers.

The collection of essays entitled *High School Education* and edited by Dean Johnston should fall into the hands of every high school teacher in the country. The articles cover all important phases of the very live question of what should be done in our secondary schools, from general aim, organization and program to the treatment of specific subjects in the high school curriculum. Each contribution is the work of a specialist of recognized ability. *Problems in Modern Education* by Professor Sutton, *The Humanities in the Education of the Future* by Professor Owen, as well as *University and Historical Addresses* by James Bryce are collections of occasional addresses. Mr. Bryce's list contains about a half dozen that are on specifically educational topics, one of the most notable of which is on *The Mission of the State Universities*. Professor Sutton covers a wide range of topics. The two which, perhaps, involve most of a contribution to educational thought are on *The Unification of College Degrees* and *The Organization of the Departments of Education in Colleges and Universities*.

## RAILROAD ACCIDENTS

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### *To the Teacher:*

The effort which the railroads of the country are making to reduce the loss of life by trespassing on railroad property deserves our consideration. There is printed in connection with this request a letter, written by C. C. Waller, Esq., Special Agent of the Legal Department of the New York, Philadelphia and Norfolk Railroad Company, which should be read by every teacher, and, at proper times, talks should be given pupils on the topics mentioned in the letter which follows. You will render a distinct service to your pupils, as well as the country, by calling their attention to such danger. If any argument is needed to support this request, it will be found in the accompanying statistics.

Letter follows:

Princess Anne, Md., August 15, 1913.

HONORABLE M. BATES STEPHENS,

Superintendent Public Education,

Annapolis, Maryland.

*My Dear Mr. Stephens*—Conforming to your verbal arrangement of a few weeks ago, I have obtained and am submitting the following statistics showing the number of trespassers killed and injured on the railroads of this country during the year 1912. These figures are taken from the reports of the Interstate Commerce Commission, and while appalling are absolutely correct:

	Killed.	Injured.
Collisions .....	28	36
Derailments .....	69	122
Accidents to trains, cars, or engines, except collisions, derailments, and boiler explosions .....	2	5
Bursting of, or defects in, locomotive boilers or boiler attachments.....	3	2



Coming in contact, while riding on cars, with overhead bridges, tunnels, or signal apparatus, or any fixed struc- ture above or at side of track.....	34	80
Falling from cars or engines.....	438	518
Getting on or off cars or engines.....	543	1864
Other accidents on or around trains not here named .....	41	339
Being struck or run over by engines or cars at stations or yards.....	1109	1154
Being struck or run over by engines or cars at highway grade crossings...	162	157
Being struck or run over by engines or cars at other places.....	2951	1439
Other causes .....	124	283
Total .....	5504	5999

On the principle of averages, fifteen (15) trespassers will be killed by American railroads today, tomorrow and each day of this year. An average of fifteen (15) people, trespassers on railroad property in violation of the law, are killed in this country every day. Of all the 10,541 people killed on American railroad property in 1912, 5,504, more than half, were trespassers.

When you stop to think that in twenty years approximately 25,000 young people were killed and injured while trespassing on railroads, and that in nearly every city, town and village there is some child without an arm or leg, or a little grave in the cemetery of some child, perhaps an only child, killed while trespassing; and that in twenty years four-fifths of the killed and injured, or 145,103, were not tramps, but young people and children and respectable citizens, mostly wage earners of the vicinity in which the accident occurred, you will, I think, agree with me that something should be done immediately to stop this unnecessary waste of life and limb.

The renewed and diligent efforts the railroads are making to stop trespassing will be measurably influential in arousing the public to a realization that in accidents to trespassers it is the individual who loses his life, than which there can be no greater sacrifice, but the railroads unsupported by active public sentiment are powerless to put a stop to the evil. Therefore, believing that the school is the place to commence to teach that trespassing must be stopped, I am submitting the above statistics for publication in your Year Book, and trust that in-



structions will be given to the teachers in the State of Maryland to make the trespass evil the subject of instruction at given periods throughout the scholastic year of 1913-1914, thereby making "Maryland" the pioneer State in protecting those who will not protect themselves.

Children should be especially warned of the danger of

*Walking on railroad tracks or bridges.*

*Loitering about railroad stations or cars.*

*Jumping on or off trains, cars, or engines.*

*Crawling under, between, or over cars.*

*Crossing tracks without stopping, looking and listening to see whether a train is coming.*

*Crawling under gates when they are down.*

*Playing on or around turn-tables.*

I am enclosing herewith twenty-five copies of a pamphlet recently issued by the Pennsylvania Railroad Company, giving valuable information on the trespass evil, which you may desire to place in the hands of the County Superintendents. If you can use an additional supply, advise, and I will have them furnished. I will send you from time to time other information on the subject as will be of interest.

Thanking you for your co-operation, and with kindest personal regards, I am,

Very truly yours,

C. C. WALLER,  
*Special Agent.*

# HIGH SCHOOLS

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## COURSE OF STUDY—Adopted June 25, 1913

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### FIRST YEAR.

#### REQUIRED.

- English I.** (Grammar, Composition and Literature.)  
**Mathematics I.** (Algebra, or Algebra and Arithmetic.)  
**Science I.** (General—Including such elementary principles as relate to human activities.)  
**Manual Arts I.** (Manual Training for boys; Household Economics for girls.)

#### ELECTIVE.

- History I. (English, or Modern—Emphasizing English.)  
Latin I. (Lessons.)  
German I. (Lessons and Grammar.)  
French I. (Lessons and Grammar.)

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### SECOND YEAR.

#### REQUIRED.

- English II.** (Composition and Literature.)  
**Mathematics II.** (Algebra, through Quadratics  $\frac{1}{2}$ ; Geometry  $\frac{1}{2}$ .)  
**Manual Arts II.** (Manual Training for boys; Household Economics for girls.)

#### ELECTIVE.

- Science II. (Biology.)  
Latin II. (Cæsar, Grammar and Composition.)  
German II. (Reading, Grammar and Composition.)  
French II. (Reading, Grammar and Composition.)  
Commercial II. (Penmanship, Spelling and Commercial Arithmetic.)

## THIRD YEAR.

## REQUIRED.

**English III.** (Rhetoric and Literature.)

## ELECTIVE.

Mathematics III. (Plane Geometry  $\frac{1}{2}$ ; Algebra, Completed,  $\frac{1}{2}$ .)

Science III. (Chemistry.)

History III. (Ancient or General.)

Latin I or III.

German I or French I.

Bookkeeping and Commercial Correspondence III.

Shorthand and Typewriting III.

Manual Arts III.

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## FOURTH YEAR.

## REQUIRED.

**English IV.** (Rhetoric and Literature.)

**History IV.** (American and Civics.)

## ELECTIVE.

Mathematics IV. (Solid Geometry 1-3, Trigonometry 2-3;  
or Solid Geometry  $\frac{1}{2}$  and Review  $\frac{1}{2}$ .)

Science IV. (Physics.)

Latin II or IV.

German II or French II.

Bookkeeping and Commercial Law IV.

Shorthand and Typewriting IV.

Manual Arts IV.

## EXPLANATORY REMARKS.

Seventeen units of work are necessary for graduation. Nine units are required, as follows: English I, II, III, and IV; Mathematics I and II; Science I; History IV, and Manual Training and Household Economics I and II. The other eight units are elective with the understanding that at least two units, including those required, be elected from each of the following academic departments: English, Mathematics, History, Science and Foreign Language, except when all of the commercial subjects are elected. Music and drawing are optional subjects. One unit will be allowed for the course in manual training and household economics. This subject may be given two double periods a week for first and second years, or one double period a week throughout the course. No credit will be allowed for less than two consecutive years' work in a foreign language.

Elections are to be made by classes, subject to the approval of the principal, and principals are cautioned against permitting elections which will multiply the number of classes beyond the capacity of the teaching force.

In schools where manual training and household economics has not been elected, as one of the vocational subjects required by law, sixteen units will be accepted for graduation.

When the agricultural course is elected foreign languages may be omitted, but four units of science, including the work in agriculture outlined elsewhere, shall be required.

The Roman numbers after the subjects indicate the year, and subjects shall be pursued throughout the school year unless otherwise specified.

## THE STANDARD OF MEASURE.

The "unit" is now generally accepted in this country as the most convenient standard for measuring work in secondary schools.

*A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. It takes—*

- (1) The four-year high-school course as a basis and assumes that—
- (2) The length of the school year is from 36 to 40 weeks; that—
- (3) A period is from 40 to 60 minutes in length; and that—

(4) The study is pursued for four or five periods a week; but under ordinary circumstances a satisfactory year's work in any subject can not be accomplished in less than 120 sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can nevertheless estimate their work in terms of this unit.

Only half credit is allowed for work in laboratory, manual training and household economics departments and periods should consequently be double those of the standard recitation periods.

## SUGGESTIVE COURSES.

For the aid of high school principals in the construction of well-balanced courses the four following outline courses are suggested. The figures after the subjects indicate the number of recitation periods each week. The subjects are simply named in the outlines and the amount of work to be covered in each year is given on succeeding pages.



# SUGGESTIVE COURSE A—ACADEMIC OR COLLEGE PREPARATORY

## TEACHERS' YEAR BOOK

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First Year	Second Year	Third Year	Fourth Year
<b>English:</b> Grammar Composition Literature	<b>English:</b> Composition Literature	<b>English:</b> Rhetoric Literature	<b>English:</b> Literature Rhetoric Composition
<b>Mathematics:</b> Algebra, or Arithme- tic and Algebra	<b>Mathematics:</b> Algebra through Quadratics $\frac{1}{2}$ year Plane Geometry $\frac{1}{2}$ year	<b>Mathematics:</b> Algebra $\frac{1}{2}$ year Completed Plane Geometry $\frac{1}{2}$ year	<b>Mathematics:</b> Solid Geometry 1-3 year Trigonometry 2-3 year
<b>General Science:</b>	<b>Latin:</b> Caesar—4 books Grammar Prose based on texts	<b>Latin:</b> Grammar Cicero—6 orations	<b>Latin:</b> Grammar Completed Composition Virgil—4 books
<b>Latin:</b> Beginner's Latin Book Completed	<b>German or French:</b>	<b>German or French:</b>	<b>History:</b> U. S. History Civics
<b>Manual Arts:</b> (Double Periods)	<b>Manual Arts:</b> (Double Periods)	<b>History:</b> Ancient or General	<b>Science:</b> Physics
<b>Music:</b> (Optional)	<b>Music:</b> (Optional)	<b>Science:</b> Chemistry	<b>Drawing:</b>
		<b>Drawing:</b>	<b>Drawing:</b>

NOTE—Students preparing to enter a school of technology will do well to elect this course.

## SUGGESTIVE COURSE B—ENGLISH-SCIENTIFIC

First Year	Second Year	Third Year	Fourth Year
English: Grammar Composition Literature	English: Composition Literature Spelling	English: Rhetoric Literature Spelling	English: Literature Rhetoric Composition
Mathematics: Arithmetic Algebra	Mathematics: Algebra $\frac{1}{2}$ year Plane Geometry $\frac{1}{2}$ year	Mathematics: (Bookkeeping)	Mathematics: Plane Geometry Arithmetic
Science: General Science, in- cluding elements of Agriculture	Science: Biology Agriculture	Science: Chemistry State Geology	Science: Physics
History: English	*History: Maryland History History of Education	Latin: First Latin Book	Latin: Caesar—4 books Grammar Prose
Manual Arts: (Double Periods)	Manual Arts: (Double Periods)	History: Ancient	History: United States Civics
Drawing: (Optional)	Drawing: (Optional)	Drawing: (Optional)	Drawing: (Optional)
Music: (Optional)	Music: (Optional)		

Note—This course is arranged to cover at least two units in each academic department but is meant to stress the English and Science work. Students whose school education will stop with the course of the secondary school, and those intending to enter a normal school or prepare for a teacher's examination will find the English and Science course desirable.

\* This substitution is a departure from the original list of elections for the second year, but it seems necessary to supply it to complete the purpose of this suggestive course.

# SUGGESTIVE COURSE C—COMMERCIAL

First Year	Second Year	Third Year	Fourth Year
<b>English:</b> Grammar Composition Literature	<b>English:</b> Composition Literature Spelling	<b>English:</b> Rhetoric Literature Spelling	<b>English:</b> Literature Rhetoric Composition
<b>Mathematics:</b> Arithmetic Algebra	<b>Mathematics:</b> Algebra Plane Geometry Com. Arithmetic	<b>Commercial:</b> Bookkeeping Commercial Correspondence	<b>Commercial:</b> Bookkeeping Commercial Law Penmanship
<b>Science:</b> General Science, in- cluding elements of Agriculture	<b>Science:</b> Biology Agriculture	<b>Stenography:</b> Stenography Typewriting Penmanship	<b>Stenography:</b>
<b>History:</b> English	<b>History:</b> Maryland History	<b>Science:</b> Chemistry State Geology	<b>History:</b> U. S. History Civics Commerce
<b>Manual Arts:</b> (Double Periods)	<b>Penmanship:</b>  <b>Manual Arts:</b> (Double Periods)	<b>Science:</b> Chemistry State Geology	<b>History:</b> U. S. History Civics Commerce
<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)
<b>Music:</b> (Optional)	<b>Music:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)

## SUGGESTIVE COURSE D—AGRICULTURAL

First Year	Second Year	Third Year	Fourth Year
<b>English:</b> Grammar Composition Literature	<b>English:</b> Composition Literature Spelling	<b>English:</b> Rhetoric Literature Spelling	<b>English:</b> Literature Rhetoric Composition
<b>Mathematics:</b> Arithmetic Algebra	<b>Mathematics:</b> Algebra $\frac{1}{2}$ year Plane Geometry $\frac{1}{2}$ year	<b>Mathematics:</b> Bookkeeping Farm Accounting	<b>Mathematics:</b> Plane Geometry Farm Arithmetic Surveying
<b>Science:</b> General Science Agriculture (a) Soils (b) Fertilizers	<b>Science:</b> Biology Agriculture (a) Plant Physiology (b) Plant Ecology (c) Farm Crops	<b>Science:</b> Chemistry, including Chemistry of Agriculture State Geology Agriculture (a) Farm Animals (b) Dairying (c) Poultrying	<b>Science:</b> Physics, including Physics of Agriculture Agriculture (a) Horticulture (b) Farm Management (c) Landscape Gardening (d) Farm Mechanics
<b>History:</b> English	<b>History:</b> Maryland History History of Agriculture	<b>History:</b> Ancient	<b>History:</b> United States Civics
<b>Manual Arts:</b> (Double Periods)	<b>Manual Arts:</b> (Double Periods)	<b>Penmanship:</b>	<b>History:</b> United States Civics
<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)
<b>Music:</b> (Optional)	<b>Music:</b> (Optional)	<b>Drawing:</b> (Optional)	<b>Drawing:</b> (Optional)

## OUTLINE OF HIGH SCHOOL SUBJECTS.

## FIRST YEAR.

ENGLISH—*One Unit.*

**Literature**—The story in prose and verse.

1. Rip Van Winkle, The Legend of Sleepy Hollow—Irving, five weeks, three lessons a week.\*
2. The Vision of Sir Launfal—Lowell, four weeks, three lessons a week.
3. Tales of the White Hills—Hawthorne, five weeks, three lessons a week.
4. Treasure Island (optional)—Stevenson, eight weeks, three lessons a week.
5. Lays of Ancient Rome—Macaulay, five weeks, three lessons a week.
6. Lay of the Last Minstrel—Scott, eight weeks, three lessons a week.

If time remains, one of the following dramas:

As You Like It; Midsummer Night's Dream; Julius Cæsar.

Supplementary Reading (one or two texts for the year to be selected by the teacher):

Stories—Kipling.

Stories from the Alhambra—Irving.

Hypatia—Kingsley.

The Lady or the Tiger—Stockton.

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\* NOTE—In this and the other years of the literature outline the division of time is only suggestive. In most instances it will not require as many lessons as are mentioned. The object of the committee is to show that there is sufficient time to cover all the work given in connection with literature and plenty of time remains for completing the other work in English.



The Outcasts of Poker Flat—Bret Harte.

Evangeline—Longfellow.

Marmion or Lady of the Lake—Scott.

**Grammar**—Review and further study.

**Composition**—*Chiefly narration*—a little description.

Narration of short incidents based on experience or the reading of texts.

**Rhetoric**—1. Principles of narration and description illustrated by the reading texts and written work of the pupils.

2. The most useful figures of speech illustrated by reading texts.

A good text on writing in English may be in the hands of the pupils, but should be used only in a supplementary way.

Business correspondence and spelling.

**MATHEMATICS**—*One Unit.*

**Algebra**, to Quadratic Equations; Especial emphasis on the following:

1. The four fundamental operations for rational algebraic expressions.
2. Factoring, determination of highest common factor and lowest common multiple by factoring.
3. Fractions, including complex fractions, ratio and proportion.
4. Linear equations, both numerical and literal, containing one or more unknown quantities.
5. Problems depending on linear equations.
6. Radicals, including the extraction of the square root of polynomials and of numbers.
7. Exponents, including the fractional and negative.

**Arithmetic**—The teacher guided by the needs of the students, may, in his discretion, devote not more than twelve weeks to arithmetic. There should be a review of the more important subjects with some new material leading to algebraic and geometric principles. Problems as far as possible, should involve operations related to the leading industries of the community.

**SCIENCE**—*One Unit.*

**General Elementary Science**—The work in this subject should satisfy the growing demand that all students of the first year high school should be led to seek for the cause in connection with the things which are taking place about them in every-day life. An elementary insight into a great many sciences overcomes narrowness and stimulates ambition. This work affords a knowledge of the fundamental facts of science to students who do not complete the four-year course, and at the same time serves as an introduction to the more thorough study of the sciences for those who do complete the course.

There are already several good texts carrying out in general the spirit of the above suggestions, like: "General Science"—Clark; "Introduction to General Science"—Rowell; "First Science Book"—Higgins.

**Physiography and Commercial Geography**—These subjects may be made the centres in the first and second semesters respectively, around which may be woven a good year's work in General Elementary Science, taking the place of work above suggested.

**HISTORY—One Unit.****English History—**

The Teacher in his discretion may, instead, outline a year's work covering the leading modern nations, in which event special emphasis should be laid upon England.

**LATIN—One Unit.****First Latin Book, completed.**

The work of this year is fundamental and should be thorough and accurate. Pronunciation and inflections should be mastered, and the more common constructions of syntax familiarized. A usable vocabulary of some five hundred words should be built up and students should be taught to translate readily prose sentences written in that vocabulary. There should be much drill work and frequent reviews.

**GERMAN—One Unit.**

**Grammar—**One-half German grammar.

**Reading—**Selections from reader.

**FRENCH—One Unit.**

**Grammar—**(Part 1). About one-half of Grammar. By the end of the first year, the student should have a knowledge of the essential points in French Grammar, including the principal irregular verbs.

**Reading—**(About 100 pages of some accepted translation).

Frequent practice in conversation, and almost daily translation from English into French throughout the entire first year. Dictations during the last five months. Two or three short poems committed to memory.

**MANUAL TRAINING—*One-half Unit, or One-quarter Unit.***

**Principles**—Manual training in the upper classes assumes a more specialized form, and greater emphasis is laid upon Technical skill. While the models made are still those connected with the various interests of child life, they lead gradually along the line of the great industries. It is suggested that talks be given to the pupils on the history of our great American industries, so as to give them a view of centres other than those connected with their home, school or play life. Every opportunity should be given the child for the expression of his own ideas. To this end directions are to be given in response to questions, rather than for mere dictation. The child is encouraged to observe for himself; and after certain fundamental processes have been mastered, free scope should be given for inventional work.

The outline as planned for the following grades is suggestive only. Changes may be made whenever it is advisable to bring the manual training into closer relation with other grade subjects, such as: number work, science, literature, history, geography, nature study, drawing.

Emphasis is laid upon increasing accuracy in the use of tools and materials, upon the first steps in the simplest working drawings, and upon neatness, good proportion, solidity and proper decoration.

Every model made should be some useful form, but the different models made by the same grade of pupils throughout the State should involve the same principles. This statement, however, should not be construed to mean that exceptional pupils are to be held back.

**Models**—The models to be made are to be divided into four classes, as follows:

1. Practice models, intended to introduce the pupils to the simpler tools.
2. Models with an applied design, given for the purpose of developing appropriate designing.
3. Original or suggested models, intended to develop the originality of the pupils.
4. Communal models, which may be either something original on the part of the pupil, something for the home, classroom or shop, or possibly some piece to be used in the classroom for an experiment in physics.

The teacher should make a study of every model planned, so as to bring out the most thought from the pupil, especially along the following lines:

- (a) The making of the mechanical drawing.
- (b) The best mechanical construction.
- (c) The care and proper use of tools.
- (d) The practical application of this instruction.

#### MODELS.

1. Inkstand.	Practice with tools explained.	Paring with chisel and guage, cutting blind mortise, making and using template.
2. Three-legged stool.	Bevel, hand screw; continued practice with tools explained.	Notching, counter-boring, dowelling.
3. Umbrella rack.	Clamps, continued practice with tools explained.	Blind mortise and tenon joint.
4. Book racks.	Continued practice with tools explained.	Bracing, housing or dove-tailing.
5. Book shelves.	Continued practice with tools explained.	Through mortise and tenon joint keying.

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NOTE.—In this and succeeding years the work outlined should consume not more than one half of time allotted to the subject, remaining time should be devoted to work especially related to industries of the community or other work outlined by the teacher.



HOUSEHOLD ECONOMICS—*One-half Unit, or One-quarter Unit.*

**Aim**—To inspire and cultivate an interest in and love for the highest sphere of woman—Home-making.

## INTRODUCTORY TOPICS.

## THE MODERN AMERICAN HOME.

"The home the centre of the universe,  
The woman the centre of the home."

- (a) Evolution of the home.
- (b) Development of Industries.
- (c) How its comfort, beauty and surroundings may be improved.
- (d) Social and municipal obligations.

References—*Mason*—Origin of Inventions.

Woman's Share in Primitive Culture.

*Clark*—The Care of a House.

*Chamberlain*—How We Are Sheltered.

*Chase & Clow*—Stories of Industry.

Library of Home Economics.

*Helen Bosanquet*—The Family.

*Richards*—The Cost of Living as Modified by Sanitary Science.

*R. T. Ely*—Law of Social Service.

*Jane Addams*—Newer Ideas of Peace.

*G. E. Howard*—Social Control and the Function of the Family.

## SUGGESTIONS TO TEACHERS.

Make the connection between the home and the lesson vital. Do not criticise the methods employed in the home, but teach the best and simplest way of doing the work.

Establish correct habits of work, neatness, accuracy, quickness.

Emphasize the importance of underlying principles. Give frequent reviews.

Encourage experimentation and discussion.

Encourage the pupils to bring home-recipes to the class, and tell of methods used by their mothers.

The first year is the most important; habits are being formed. Correct habits formed during this time will enable the students to advance more rapidly later.

Place responsibility on students and expect them to accept it, so far as they are capable.

Notes should be carefully kept in special books, and frequent tests given.

Fancy cooking should be avoided. It is better to show how the common foods may be made nutritious and attractive. Special attention should be given to economic cookery, substitutes for expensive foods and attractive serving of left-over foods.

Invite experts to talk to the class or give a series of talks on special subjects. Physicians or nurses will often be glad to talk to a class on hygiene or sanitation.

Valuable illustrative material can be found in magazines, daily papers, etc., by pupils and placed on a bulletin board for the use of the class. It is valuable training in discrimination. When it can be arranged, the subscription to a good magazine is of value. The pupils will bring old magazines, if requested, which can be used in class work.

Visit public bakeries, mills, laundries, etc., and study methods of production.

Interesting charts can be made of materials showing their source, production, manufacture. Firms will send much material as advertisement, if requested.

*Plan each lesson definitely and follow the plan.*

#### STANDARD OF WORK.

Insist on the best work the child can do. Do not expect uniform results. The pupil who knows nothing about

the subject is the one who needs teaching. A little judicious praise, with individual instruction, will accomplish much in helping over difficulties and discouragements. Be careful of comparisons. It can be helpful, it may be discouraging. Results should be measured by the interest, effort and steady improvement of the pupil. Encourage rapidity as well as accuracy.

#### CLASS WORK.

Insist on orderly, quiet, systematic work. Changing seats, general conversations, disorder should be discouraged.

#### METHOD.

1. Review previous work. In sewing, it is essential that the pupils thoroughly understand the form and uses of the elementary stitches, since all sewing is simply repetition of these. The few minutes spent in review at the beginning of each lesson will be more than gained later by the ability to follow directions intelligently, thus lessening the individual teaching.

2. Present the new lesson to the entire class. Plan the lesson so carefully that it can be presented clearly. Repeat, if necessary. When the majority of the class understand, let them proceed with their work, and give individual help where needed.

3. Correlate as closely as possible with regular grade work:

(a) *Arithmetic.*

Calculate quantity needed, with cost.

Study comparative cost and availability of materials of different widths.

(b) *History.*

Cotton.

Wool.

Silk.

Linen.

- (c) *Geography.*
    - Location of products.
    - Climate.
    - Soil.
    - Latitude.
    - Commercial routes.
  - (d) *English.*
    - Compositions on textiles, etc.
  - (e) *Physiology.*
    - Hygiene of dress.
    - Injurious dyes.
    - Digestion, etc.
  - (f) *Art.*
    - Color schemes.
    - Costumes.
  - (g) *Spelling.*
    - New words.
  - (h) *Physics and chemistry, botany, nature study, etc.*
4. Before making garments discuss material:
- (a) Suitability.
  - (b) Economy—cost.
  - (c) Style.
  - (d) Use.
  - (e) Color scheme.

#### STUDY OF TEXTILES.

Distinguish between warp and woof.

Compare strength and sound when pulled quickly.

Before making articles have pupils write for samples of materials with price per yard, and width.

Through comparison, select the one best fitted for the purpose used.

Make a chart of cotton showing, by means of pictures, clippings and compositions, the history.

Proceed the same way in selection of lace and trimming.

Test for shrinkage.

Test for coloring.

Above all else, try to inspire love for the home-life and its great opportunity, for the home does offer the largest opportunity for the highest service of woman. Cultivate an interest in and love for children. Elevate motherhood—the crown of womanhood.

“The men of earth build houses, halls  
And chambers, roofs and domes;  
But the women of earth, God knows,  
The women build the homes.”

The kind of homes which are built will depend upon the character and efficiency of the home-maker. The teacher of household economics has an unusual opportunity in helping to train the girls of today for the homes of tomorrow.

#### DOMESTIC SCIENCE—**First Year.**

(A) *The three vital needs of the body:*

Fresh air.

Pure water.

Pure food.

(B) *Food and its functions:*

1. Principles of selection and preparation.

(a) Nature and uses of food.

(b) Chemical composition.

(c) Changes effected by heat, light, fermentation.

(C) *Practice in preparation of food material:*

1. Carbohydrates.

Vegetables, cereals, breads, sugar.

2. Proteins.

Eggs, meat, fish, milk, cheese, beans, peas.

3. Fat.

Use in salad dressing, cream, butter, etc.



## 4. Mineral matter.

Use in fruits, green vegetables, etc.

## 5. Water.

Study supply, simmering, boiling, beverages.

(D) *Table setting and serving:*

1. Planning simple meals.

2. Proper combinations of foods for balanced meals.

3. Cooking and serving breakfast.

4. Estimation of cost.

(E) *House cleaning:*

1. Sweeping and dusting.

2. Cleaning metals and glass.

3. Care of sink, garbage, etc.

4. Dish washing.

5. Care of utensils.

References—*Chamberlain*—How We are Fed.

*Hutchison*—Food and Dietetics.

*Harrington*—Practical Hygiene.

*Farmer*—The Boston Cooking School Cook Book.

Library of Home Economics.

*Sherman*—Chemistry of Food and Nutrition.

*Conn*—Yeast, Mold and Bacteria.

*Conn*—Dust and Its Dangers.

*Bailey*—Sanitary Science.

*Richards*—The Cost of Living.

*White*—The Fuels of the Household.

*Jordan*—The Principles of Human Nutrition.

*Richards*—Cost of Food.

*Hill*—The Up-to-Date Waitress.

*U. S. Department of Agriculture*—Farmers' Bulletins.

DOMESTIC ART—**First Year.**1. *Hand work:*

Sewing apron or simple garment.

Teach or review the elementary stitches and their special uses.

As soon as stitch is learned apply at once to some article of interest to pupil.

2. *Repairing and mending:*  
Darning and patching.
3. *Planning under-garments:*
4. *Patterns:*  
Different makes.  
Marking.  
Suitability of style to use, height, size, etc.  
Economic placing and cutting.
5. *Study of textiles:*  
Cotton, linen.  
Study source, properties, manufacture.  
Comparative value tests.  
Collect samples and compare width and cost.
6. *Chart-study of garment:*  
Picture of style.  
Sample of material and trimming.  
Quantity of each.  
Cost of each.  
Statement of total cost.
7. *Machine work:*  
Corset cover.  
Drawers.  
Skirt.

**DRAWING—Optional.**

- Drawings from nature and still life; landscape in two or more tones.
- Grouping studied with light and shade.
- Designs for surfaces and borders applied to books, wall paper, pottery, etc.
- Simple geometric problems with application to working drawings.
- Pictures from some leading artist distributed, and the styles studied and compared.
- Written outline of the lives and works of these artists required.

**MUSIC—Optional.**

## SECOND YEAR.

ENGLISH—*One Unit.***Literature**—Description, Narration and the Novel.

1. The Deserted Village—Goldsmith, five weeks, three lessons a week.
2. Snow-Bound—Whittier, five weeks, three lessons a week.
3. Elegy Written in a Country Churchyard—Gray, three weeks, three lessons a week.
4. Selections—Poe, five weeks, three lessons a week.
5. Vicar of Wakefield—Goldsmith, seven weeks, three lessons a week.
6. Silas Marner—Eliot, eight weeks, three lessons a week.

Some instruction by lecture in history of English literature.

Supplementary reading (one of the texts at the option of the teacher).

House of Seven Gables—Hawthorne.

Kenilworth *or* Ivanhoe—Scott.

Cranford—Gaskell.

David Copperfield *or* Great Expectations—Dickens.

The Spy *or* The Last of the Mohicans—Cooper.

**Rhetoric**—Further study of Narration and Description.

Choice of words and figures of speech.

**Composition**—Narration, Description, Simple Exposition;

Business Correspondence and Spelling.

MATHEMATICS—*One Unit.***Algebra**—*One-half Unit.*

Algebra should continue, after a brief review, the work of the first year through quadratics.

**Plane Geometry**—*One-half Unit.*

The work in plane geometry should, after a mastery of definitions and terms, cover at least two books.

The above two subjects may, in the discretion of the teacher, be alternated throughout the year.

**SCIENCE**—*One Unit.*

**Biology**—The year's work should include botany, zoology, human physiology and social hygiene.

The divisions of this subject should be studied at the season when specimens are most easily obtained. There should be as much field work as is practicable and an application of principles to community conditions.

**LATIN**—*One Unit.*

**Caesar**—*Four books.*

If the work of the first year has been done well, Cæsar is not too difficult to follow the beginner's book immediately. The work in Cæsar should include the first four books or selections from the entire seven equivalent in amount to the first four.

Forms and constructions needed in texts from a Latin grammar.

Prose based on texts.

**GERMAN**—*One Unit.*

**Grammar**—completed. Translations, etc.—completed.

**Reading**—At least three of these or similar readings.

List suggestive:

Heyse's *L'Arrabbiata*.

Storm's *Immensee*.

Schiller's *Der Neffe als Onkel*.

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NOTE.—The Latin requirements for this and succeeding years is in accordance with the recommendations of a commission appointed by the American Philological Association.

Gerstacker's Germelshausen; or  
Hatfield's Lyrics and Ballads.  
William Tell.

FRENCH—*One Unit.*

**Grammar**—completed.

Prose composition each week throughout the entire year.

**Reading**—Read three or four of some such treatises as these (this list is merely suggestive):

Chateaubriand's *Le Dernier Abencerage*.

Moliere's *Le Bourgeois Gentilhomme*; and one of the following:

Le Brete's *Mon Oncle et Mon Cure*.

Erckmann—Chatrian's *Madame Therese*.

Dumas's *La Tulipe Noir*.

*Le Cid*.

**Conversation**, Dictation, Poetry memorized (throughout the year).

**Original Composition** and Letter Writing (last five months).

COMMERCIAL—*One Unit.*

**Penmanship, Spelling and Commercial Arithmetic.**

MANUAL TRAINING—*One-half Unit, or One-quarter Unit.*

**Models**—Six or eight-sided taboret, or a table with drawer, or a standard-sized chair of the mission style.

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NOTE.—The work in this and succeeding classes should involve much of the originality of the pupils in the design of the models, and those principles should be taught which are of vital concern to the boy in developing a broad-minded, well-trained man.

The models to include the miter joint, open mortise and tenon, blind mortice and tenon, and dove-tail joints, in addition to those employed in preceding grades.



To be taught:

Types of wood suitable for the same.

Size of parts with reference to strength and beauty.

The functions of the different joints used in construction.

Staining of models with reference to specific needs.

Plans should be made before construction is started.

The models may be suitably decorated by incised carving, carving in relief or inlaying.

The models should be designed in accordance with the needs of some specific school or home problem.

HOUSEHOLD ECONOMICS—*One-half Unit, or One-quarter Unit.*

DOMESTIC SCIENCE—**Second Year.**

FOOD AND ITS PREPARATION (10 LESSONS).

(A) *Preservation of foods:*

1. Structure, composition, nutritive value of fruits.
2. Decomposition.
  - (a) Cause.
  - (b) Bacteria, yeast, mold.
3. Methods of preservation.
  - (a) Sterilization.

High temperature, moist and dry.  
Poisons (danger).
  - (b) Cold storage.
  - (c) Salt.
  - (d) Drying.
  - (e) Spice.
  - (f) Sugar.

(B) *Processes:*

1. Canning.  
Fruits.  
Vegetables.
2. Preserving in sugar.
3. Jelly making.
4. Pickling.

(C) *Cooking processes (20 lessons):*

- Soups—cream, vegetable.
- Meat—tough, tender.
- Vegetables.
- Breads.
- Salads.
- Cake.
- Desserts.
- Plan for luncheon.
- Marketing—cost.
- Serve luncheon to guests.
- School lunches.
- Prepare lunch—use on picnic.

References—*U. S. Department of Agriculture*—Farmers' Bulletins.

*Rorer*—Canning and Preserving.

*Conn*—Yeast, Mold and Bacteria.

*Farmer*—Boston Cooking School Cook Book.

*Richards*—Good Luncheons for Rural Schools Without a Kitchen (pamphlet).

DOMESTIC ART—**Second Year.**1. *Planning shirt-waist suit:*

- (a) Appropriateness of dress.  
Suitability, style, economy, beauty, hygiene.
- (b) Selection of material.  
Have pupils write for samples, discuss in class and select material.
- (c) Designing style.  
Collect fashion books.

Discuss styles—extreme, objectionable, attractive.

(d) Use pattern or draft.

(e) Cut, fit and make dress.

2. *Study of textiles:*

Wool, silk (apply method used for cotton and linen).

3. *Review darning, mending.*

**DRAWING—Optional.**

Historic ornament carried out in color and applied.

Groups of solids and still life in light and shade; drawing from casts, window and life sketches in color and black and white.

Interiors involving the principles of perspective; illustration; time sketches; working drawings of familiar objects, with the appearance of the same in light and shade, and, when appropriate, a decorative design applied.

**MUSIC—Optional.**

**THIRD YEAR.**

**ENGLISH—One Unit.**

**Literature—The Essay and the Lyric.**

1. DeCoverley Papers—Addison, eight weeks, three lessons a week.
2. Essay on Johnson—Macaulay, five weeks, three lessons a week; or Essay on Burns—Carlyle, five weeks, three lessons a week.
3. Washington and Webster, four weeks, three lessons a week.
4. The Golden Treasury, twenty-eight periods.
5. Minor Poems—Milton, five weeks, three lessons a week.

History of Literature.

To be taken up with the authors throughout the year.  
Wordsworth, Gray, Collins, Cowper, Burns, Dryden,  
Keats and Shelley are required. Others may be  
taken up during year at discretion of the teacher.

Supplementary reading.

Essay on Addison—Macaulay.  
Heroes and Hero Worship—Carlyle; or  
Essays of Elia (one or two selections)—Lamb.  
Gettysburg Address—Lincoln.  
Westward Ho—Kingsley.

**Rhetoric**—The Paragraph, Exposition and Argument.

**Composition**—The four kinds—Emphasis on Exposition  
and Argument.

**MATHEMATICS**—*One Unit.*

First half-year — Plane Geometry — completed.

Second half-year — Algebra — completed.  
These two branches may come on alternate  
days, if desirable.

Quadratic equations, both numerical and  
literal.

Simple cases of equations with one or more  
unknown quantities that can be solved by  
the methods of linear or quadratic equations.

Problems depending on quadratic equations.  
The binomial theorem for positive integral  
exponents.

The formulas for the  $n$ th term and the sum  
of the terms of arithmetical and geomet-  
rical progressions, with applications.

**SCIENCE**—*One Unit.*

**Chemistry**—The work in chemistry should include two  
recitation periods and two double laboratory

periods per week. Some standard secondary text-book should be used as a basis and a good laboratory manual should serve as a guide for experimental work on the part of the students. Full notes should be kept by each student and all descriptions and observations should be neatly recorded at the time experiments are performed.

Especial attention should be paid to the common illustrations of chemical laws and to their industrial application. Students should be led to discover that our present theories are deducted from the facts observed and are not the causes. There should be sufficient laboratory tables to provide working units for each student. Each unit should be supplied with water and gas or a good alcohol lamp.

Students should be furnished with the necessary material and be held individually responsible for same.

#### **HISTORY—*One Unit.***

**Ancient or General** — The principal events of ancient history should be studied in connection with biographies of great historical characters, as Abraham, Alexander, Cæsar, etc., as centres, and much of European history should likewise be included in the year's work. The County Superintendent may outline the work based on text-book in use.

#### **LATIN—*One Unit.***

##### **Cierco—*Six Orations.***

The six orations should include the four against Catiline, the one for the Manilian Law; and the one for the Poet Archios may be recommended as the sixth.



Forms and constructions needed in texts from Latin Grammar.

GERMAN—*One Unit.*

If German is elected for the third and fourth years, the outline for the first year should be followed in this year.

FRENCH—*One Unit.*

If French is elected for the third and fourth years, the outline for the first year should be followed in this year.

COMMERCIAL—*One Unit.*

**Bookkeeping and Commercial Correspondence—*One Unit.***

About equal credit should be given each subject though periods when students work on a set of books, should be doubled.

**Stenography—*One Unit.***

**Typewriting, Penmanship and Spelling—*One Unit.***

In these subjects the division of time is left to the judgment of the teacher, based on the needs of the class.

MANUAL TRAINING—*One-half Unit, or One-quarter Unit.*

The design and construction of a house or building intended for some specific use, in accordance with the modern methods of framing. It may take the form of a model of a barn, or a frame house which is large enough to be used as a play-house on the campus.

Development of beams, girders, struts, weatherboarding, flooring, window framing, door framing, rafter cutting (the length of rafters should be worked out, using the solution of the right triangle), shingling, door and window construction, lathing, plastering, finishing, etc.

A study of heating, ventilation and plumbing can very profitably be made at this time.

Plans should be made before construction is started.

An essay of at least 800 words should be required of each student, explaining fully this work.

HOUSEHOLD ECONOMICS—*One-half Unit, or One-quarter Unit.*

**Domestic Science—Third Year.**

FOOD AND ITS PREPARATION (15 lessons).

- (A) Review food principles, illustrating with different foods.
- (B) Food production and manufacture (visit dairies, canneries, bakeries, etc.)
- (C) Personal hygiene (10 lessons) :

The body a living machine.

Mechanism and function.

Right use and proper care.

- (a) Fresh air.
- (b) Bathing.
- (c) Teeth, hair, nails.
- (d) Exercise and play.
- (e) Eyes, ears, nose.

- (D) Home nursing (5 lessons) :

1. The sick-room—location, furnishing, ventilation, etc.
2. Beds and bed-making.
3. Qualifications of nurse.
4. Baths and bathing.
5. Observation of temperature, pulse.
6. Local applications.
  - (a) Poultices.
  - (b) Hot and cold compresses.
7. Contagion and disinfection.

## 8. Emergencies.

Fainting, drowning, scalds and burns,  
poisons, etc.

## 9. Bandages.

## 10. Colds—cause and prevention.

## 11. Invalid cookery.

Preparation of invalid's tray.

References—*Ritchie*—Human Physiology.

*Hough & Sedgwick*—Human Mechanism.

*Olsen*—Pure Foods.

*Frances Gulick Jewett*—Good Health.

*Thompson*—Practical Dietetics.

*Pattee*—Diet in Disease.

*Farmer*—Food and Cookery for the Sick.

*Richards*—Sanitation in Daily Life.

*Richards & Talbot*—Home Sanitation.

**Domestic Art—Third Year.**

## 1. Planning lingerie gown :

Proceed as for shirt-waist suit.

(a) Drafting pattern.

(b) Making.

## 2. Laundering :

(a) Hard and soft water.

(b) Removal of stains.

(c) Different kinds of—

Soap.

Blue.

Starch.

(d) Sprinkling, ironing.

(e) Dyes.

**DRAWING—Optional.**

Mechanical work ; the plan and elevation of simple buildings.

Color analyzed, harmony, contrast and tones emphasized and illustrated in representing distance, twilight, gray and bright weather, etc.

Designs for textile, surfaces, title pages and covers for books, initial letters carried out in ink and color.

Illustrations from poems, in two or more tones in ink; advanced work in still life and nature, in ink and color.

MUSIC—*Optional.*

#### FOURTH YEAR.

ENGLISH—*One Unit.*

**Literature**—Ballad, Epic, Drama.

1. The Ancient Mariner—Coleridge, four weeks, three lessons a week.
2. Folk Ballads, four weeks, three lessons a week.
3. Iliad, eight weeks, three lessons a week.
4. Idyls of the King—Tennyson, eight weeks, three lessons a week.
5. Macbeth, seven weeks, three lessons a week.
6. Merchant of Venice, five weeks, three lessons a week.

Review of History of Literature for entire course.

*Supplementary Reading.*

Rise of Silas Lapham.

Rape of the Lock.

Niebelungen Lied.

Two Gentlemen of Verona.

Romeo and Juliet.

Twelfth Night.

Sohrab and Rustum.

**Rhetoric**—Review of the four kinds of composition and of the principles guiding them.

**Composition**—Based on experience and literature texts.

HISTORY—*One Unit.*

**United States History and Civics**—Our relations with European countries, as well as with Canada, Mex-

ico and the Central and South American Republics, should be fully considered. More stress should be placed upon the industrial and economic side than has been the custom heretofore. The Civics should be taught along with the History. The equivalent of one period per week should be given to Civics.

SCIENCE—*One Unit.*

**Physics**—There should be three recitation periods per week throughout the year based on some standard text-book to the end that the student may gain a comprehensive and connected view of the more important facts and laws of elementary physics. Special attention should be paid to the common illustrations of physical laws and to their industrial application. There should be such demonstration work by the teacher as the subjects seem to require. Students should not be discouraged by much problem solving. Numerical problems should be of the simplest character.

There should be two double periods per week for laboratory work. There should be sufficient equipment to permit every student to perform a definite number of experiments. Precision of manipulation should be insisted upon and every experiment undertaken should be fully completed by each student. Many excellent laboratory manuals are published from which appropriate experiments may be chosen.

LATIN—*One Unit.*

**Virgil**—*Six Books of Æneid.*

Latin Composition.

Grammar—completed.



**GERMAN—One Unit.**

If German is elected for the third and fourth years, the outline for the second year should be followed in this year.

**FRENCH—One Unit.**

If French is elected for the third and fourth years, the outline for the second year should be followed in this year.

**MANUAL TRAINING—One-half Unit, or One-quarter Unit.**

The work in this year should include models relating to the specific branches taught, involving, if possible, the principles of mechanics, fluids, electricity, heat, light, sound and the laws of falling bodies.

Suggestive Project: Induction Coil.

Design of box, size of core, primary and secondary winding, contact breaker, bonding posts and handles. Battery elements.

The teacher here should require the class to make a study of the principal way in which electricity is produced, and the principal types and kinds of electricity. Effects of electric currents, and how these are employed by man.

**References—***H. S. Norrie—Induction Coil and Coil Making.*

*Thomas M. St. John—How Two Boys Made Their Own Electrical Apparatus.*

*Manual Training Magazine for December, 1907.*

An essay of 700 words should be required of each student, describing induction.

This work should be taken up after a mutual agreement between the teacher of science and the manual training instructor. Begin the making of physical apparatus. If it is not deemed feasible to follow the outline here suggested, it is recommended that one of the following supplementary models be substituted:

- |                       |                    |
|-----------------------|--------------------|
| 1. Desk chair.        | 5. Magazine stand. |
| 2. Library table.     | 6. Morris chair.   |
| 3. Medicine cabinet.  | 7. Writing desk.   |
| 4. Upholstered stool. | 8. Boat.           |

In this case the suggestions given under the second year are to be followed and extended. Apply tools and processes used in preceding grades and amplify same.

*Supplementary.*

The study of bees.  
 The design and construction of a modern hive.  
 The breeding, feeding and care of bees.  
 A study of the honey-producing plants.  
 A study of the commercial aspects of an apiary.

Reference—United States Agricultural Department Bulletins.

HOUSEHOLD ECONOMICS—*One-half Unit, or One-quarter Unit.*

**Domestic Science—Fourth Year.**

(A) Dietetics (15 lessons) :

Study of diets.  
 Methods of food analysis.  
 The pure food laws, etc.  
 Dietary standards and their value.  
 Planning and serving a meal to meet stated conditions and cost.

(B) Infant care and feeding (5 lessons) :

Care of mother.  
 Human milk vs. cow's milk.  
 Pasteurized, sterilized milk.  
 Baby foods—composition, dangers.  
 Bathing.  
 Care of eyes, etc.

(C) Household management (10 lessons) :

The house.  
 Site.

Cost.  
Plan.  
Heating.  
Water supply.  
Ventilation.  
Cleanliness.  
Disposal of waste.  
Furnishing.  
Household conveniences.  
Division of income.  
Keeping accounts.  
Social and municipal obligations.

References—*Hutchison*—Food and Dietetics.

*Harrington*—Practical Hygiene.

*Sherman*—Chemistry of Food and Nutrition.

*Jordan*—Principles of Human Nutrition.

*U. S. Department of Agriculture*—Farmers' Bulletins.

*Richards*—Food Materials and Their Adulterations.

*Brown*—The Baby.

*Thompson*—Practical Dietetics.

Home Economics Library.

*Howard*—Social Control and the Function of the Family.

*Ely*—Law of Social Service.

*Bosanquet*—The Family.

*Richards*—The Cost of Living.

## Domestic Art—Fourth Year.

### 1. Millinery:

- (a) Fall and winter hat.
  - Summer hat—straw or lingerie.
- (b) Planning hat.
  - Design.
  - Pattern making.
  - Frame Making—buckram, wire.
  - Sketches of bows, trimming.
  - Color harmony.
  - Renovating ribbons, velvet, etc.

Making ribbon flowers.

(Paper or old material may be used for practice work.)

2. Planning and making graduation gown.  
Emphasize simplicity of style.
3. Embroidery.
4. Crocheting.

References—*Woolman*—A Sewing Course.

*Chamberlain*—How We Are Clothed.

*Higgin*—Art As Applied to Dress.

*Watson*—Textile and Clothing.

*Wakeman*—Scientific Sewing and Garment Cutting.

*Patton*—School and Home Sewing.

*Butterick*—Dressmaking Up To Date.

*Hummel*—The Dyeing of Textile Fabrics.

COMMERCIAL—*Two Units.*

**Bookkeeping and Commercial Law**—*One Unit.*

**Stenography and Typewriting**—*One Unit.*

There should be at least three periods per week in stenography. The two periods in typewriting should be double.

Drill work in spelling and penmanship should be continued.

DRAWING—*Optional.*

Advanced work in color.

Charcoal and ink from casts and nature.

Colored interiors, life studies, original composition; review.

MUSIC—*Optional.*

# COURSE IN AGRICULTURE FOR HIGH SCHOOLS

## COVERING FOUR YEARS' WORK

This course provides for agriculture, including botany and chemistry, throughout the four years of the High School Course. It is expected that by means of this program, one teacher in two days per week can give instruction in the entire course. The outline provides for the minimum of instruction possible to cover a competent course in elementary agriculture. Throughout the entire four years, two recitations of forty minutes each and one double laboratory period of eighty minutes are devoted to agriculture each week; or a total of four forty-minute periods or one hundred and sixty minutes' actual instruction per week. In addition, it is recommended, as a means of covering the subjects outlined here, that at least one written paper per week be required from each pupil throughout the entire four years, the paper or essay to be written on some point or subject not treated in class instruction.

The program for the agricultural teacher, spending two days per week at a high school, teaching all four classes in agriculture may, for example, be as follows:

Time.	Class.
9.20—10.00—1st year.....	Recitation.
10.00—10.40—2nd year.....	"
10.40—11.20—3rd year.....	"
11.20—12.00—4th year.....	"
1.00— 2.20—1st year.....	Laboratory.
(2nd year.....	"
	on the alternate day.)
2.20— 3.30—3rd year.....	Laboratory.
(4th year.....	"
	on the alternate day.)

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NOTE—The following course in Agriculture is outlined for the use of schools where this subject has been selected as one of the vocational subjects required by law. It should be incorporated with the science of the regular course, which, in that event, should be given an agricultural leaning.



## COURSE OF STUDY.

*(Agriculture.)*

## FIRST YEAR.

General Topic—SOILS AND FERTILIZERS.

Soil formation.

Soil texture.

Soil structure.

Soil moisture (capillarity, drainage, irrigation).

Soil modification (manures, commercial fertilizers, green manures, lime, gypsum, etc.)

Home mixing of fertilizers.

Estimation of value of ready-mixed fertilizers.

## SECOND YEAR.

General Topic—*First Half Year*—**Botany.**

Plant Physiology:

How plants feed.

How plants grow.

Plant Ecology:

Plant societies.

Plant adaptation.

Theory of evolution.

General Topic—*Second Half Year*—**Farm Crops.**

Cereals.

Forage and fiber crops.

Root and tuber crops.

Wood crops.

Elements of plant breeding.

## THIRD YEAR.

General Topic —*First Half Year*—**Farm Animals.**

Animal breeding.

Animal judging.

Care of farm animals.

Breeds of dairy cattle.

Breeds of beef cattle.

Breeds of draft horses.

Breeds of speed horses.

Breeds of sheep.

Breeds of swine.

(Plates or illustrations should be used.)

General Topic—*Second Half Year*—**Dairying and Poultrying.**

Dairy barn construction.

Dairy sanitation.

Methods of handling milk (cream separations, pasteurization, storage, ripening, churning, cheese making, marketing).

Breeds of poultry.

Construction of poultry houses.

FOURTH YEAR.

General Topic—*First Half Year*—**Chemistry.**

Recitations and laboratory experiments with the more practical phases of elementary organic and inorganic chemistry with special reference to rural problems and materials.

General Topic—*Second Half Year*—**Horticulture and Farm Management.**

Orchard crops.

Orchard management (planting, fertilizing, cultivation, grafting, budding, etc.)

Spraying (insecticides and fumigicides).

Small fruit growing.

Vegetable gardening.

Landscape gardening.

Selection of a farm.

Relation of labor, crops and markets.

Crop rotation.

Farm systems.

\*Adaptation of fertilizer.

#### SUBJECT CORRELATION.

Throughout the entire four years of the High School Course much can be done by the teachers of literature, mathematics, manual training and others to correlate their subjects with the agricultural work and thus greatly amplify the breadth of teaching for rural life. The two following subjects, for example, should be given to agricultural students by the teachers of mathematics and manual training, respectively:

#### FARM ACCOUNTING AND BOOKKEEPING.

Simple business systems of daily accounting with each farm department, with each field and with each member or group of farm animals.

#### FARM MECHANICS.

Gas engines (kinds, handling, repairs).

Farm machinery (kinds, uses and repairs).

Mechanical principles involved in different harnesses, wagons, etc.

Lumber measurements.

Concrete and stone work.

Excavations.

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\* NOTE—Crops and soils requiring artificial humus, and the larger or smaller per cents. of ammonia, potash and phosphoric acid in crops to be raised.

## BY-LAWS STATE BOARD OF EDUCATION

### ARTICLE XI.

#### HIGH SCHOOLS.

1. High schools may be established by the Board of County School Commissioners with the approval of the State Board of Education, and when established and approved, they shall be under the control of the County School Board, who shall appoint all teachers and special instructors for the high school grades, and fix salaries for same, not to be less than minimum amounts prescribed by law.

2. High schools shall be classified as first group and second group high schools according to enrollment of pupils, teachers employed, and amount and character of work done. The work of each school must be inspected annually by the State Superintendent, the Assistant State Superintendent, or some competent person to be designated by the State Board of Education, and each high school principal shall give, on blanks to be furnished by the State Department of Education, such data pertaining to each high school department as may be asked for from time to time. On or before the first day of October, the State Board of Education shall certify to the Comptroller a list of high schools entitled to receive State aid, with the amount of the appropriation to be paid by the State Treasurer on account of each school.

3. High schools of the first group shall fulfill the following minimum requirements: (a) an enrollment of not less than eighty pupils; (b) employ not less than four teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) four years' course of instruction of not less than thirty-six

weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,200, and the salary of each assistant teacher regularly employed, to be not less than \$500 per annum; (e) provision to be made for manual training and domestic science courses and also a commercial or an agricultural course, as may be determined by the Board of County School Commissioners.

4. High schools of the second group shall fulfill the following minimum requirements: (a) an enrollment of not less than thirty-five pupils; (b) employ not less than two teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,000, and that of each assistant to be not less than \$500; (e) provision to be made for a manual training, or an agricultural or commercial course, as may be determined by the Board of County School Commissioners.

5. The course of instruction in schools of the second group may be extended to four years by the Board of County School Commissioners, by the employment of such additional teacher or teachers as may be required by the State Board of Education, provided that the salary of such additional teacher or teachers shall be paid wholly by the said Board of County School Commissioners; and in those schools of the second group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group.

6. When application is made to the State Board of Education for an inspection of a high school of the first group,



there shall be enrolled in the high school department at least eighty pupils, and the number of teachers employed to give the academic instruction shall be at least four at the time such application is made; and for high schools of the second group, the enrollment shall be at least thirty-five, and the number of academic teachers not less than two or the equivalent of two teachers, when application is made. In the item of enrollment for both first and second group high schools, that for the preceding year will be accepted, unless for special reasons the State Board of Education shall fix some other basis.

7. Students of the high school grades shall pursue the branches of study and lines of work laid down in the curriculum adopted by the State Board of Education, and shall take such tests and examinations as may be prescribed by the county school authorities. Promotion from one year's grade to another, and graduation from the high school department must have the joint approval of the principal of the school, and the superintendent of Schools of the county in which the high school may be located. Graduates of the academic and other elective courses shall rank equally in recognition, but the diploma shall show which course was pursued by the person to whom same is granted. The form of high school diplomas shall be prescribed by the State Superintendent and all such diplomas shall be signed by him before same are issued to high school graduates.

8. In the schools of the second group, the term "manual training" shall be construed to include domestic science—the former for male, and the latter for female students. The same instructor may, if practicable, give instruction in both subjects. Two-fifths of the instructor's time shall be required for the school receiving State aid on account of said instructor's services.

9. Every high school, whether of the first or second group, shall have a library of well-selected books in which there shall be at least one hundred volumes (exclusive of public documents and text-books furnished students), which are related to the various subjects taught and which may be used by the pupils to reinforce the regular text-book instruction. Such volumes must be approved by the State Department of Education.

10. Every high school, whether of the first or second group, must have a science laboratory located in a suitable room, which shall be equipped with not less than \$250 worth of apparatus, and material in the proper proportions for the teaching of the various science branches required to be taught, and such additional amounts of apparatus and material as the State Board of Education may from time to time require on six months' notice. All orders for apparatus shall be approved by the State Superintendent before being placed.

11. Instructors in the manual training, domestic science, commercial or agricultural courses must hold a certificate of proficiency in such subjects as they are required to teach, same to be approved by both the State and County Superintendents. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the County Superintendent, with the approval of the State Superintendent.

12. Thirty days prior to making the annual levy in each county, the Board of County School Commissioners shall submit to the County Commissioners a list of all the high schools of the county, with a detailed statement of the cost of instruction in such schools, and publish same for at least two weeks in one or more of the papers published in said county.

13. Any high school, of either first or second group, receiving State aid under the provisions of the high school law passed in 1910, shall forfeit any special State appropriation heretofore made for such schools, except academic appropriations made prior to 1872.

14. State aid is based on the cost of instruction and for first group schools is as follows: The sum of \$600 on account of the principal, and the sum of \$300 on account of each of the first three assistants employed for regular high school work; the sum of \$400 on account of each of the two special teachers, who shall spend not less than two-fifths of their time in the school receiving said amounts; and the sum of \$100 on the account of each additional regular grade teacher, provided the total amount does not exceed the sum of \$2,500. For second group schools: The sum of \$600 for the principal, and \$400 for one assistant teacher employed to do regular grade or academic work; the sum of \$400 for salary of one special instructor, provided that if an instructor in manual training or agriculture be required to divide his or her time among not more than four schools of this group, \$150 shall be allowed on account of each school; provided, further, that the total amount for any one school of the second group shall not exceed \$1,400.

15. Where grade work below that of the high school department is done in the same building or on the same premises, such grade work may be under the control of the County School Board, and the principal of the high school shall be principal also for the grades below those of the high school department.

PUBLIC HIGH SCHOOLS OF THE FIRST GROUP—Approved by the State Board of Education, Year Ending July 31, 1913.

Number	Counties	Name and Location of School	Principal	Salary of Principal	Number of Academic Teachers	Salary of Assistants	No. Pupils Enrolled	
							Male	Female
1	Allegany	Allegany Co. (Cumberland)	William M. Tinker...	\$ 1,500.00	7	\$600—\$ 902	89	144
2	"	Central (Lonaconing)	Arthur F. Smith...	1,500.00	4	583—902	36	76
3	"	Beall (Frostburg)	Olin R. Rice.....	1,500.00	5	550—1,000	65	110
4	Anne Arundel	Annapolis (Annapolis)	Louise Linthicum...	1,200.00	5	650—800	41	125
5	Baltimore	Catonsville (Catonsville)	R. Edward de Russy..	1,800.00	5	400—1,000	60	51
6	"	Franklin (Reisterstown)	H. H. Murphy.....	1,800.00	5	550—1,000	71	66
7	"	Towson (Towson)	Arthur C. Crommer...	1,800.00	5	600—1,000	81	76
8	"	Sparrows Pt. (Sparrows Pt.)	Joseph Blair.....	1,800.00	4	800—1,000	31	49
9	Caroline	Westminster (Westminster)	J. Walter Hufington.	1,300.00	4	500—700	29	55
10	Carroll	Cecil County (Bikton)	Charles H. Kolb.....	1,200.00	4	500—800	45	69
11	Cecil	Cambridge (Cambridge)	Edwin B. Fockler....	1,200.00	4	600—750	48	55
12	Dorchester	Boys' (Frederick)	James B. Noble.....	1,200.00	5	500—750	67	104
13	Frederick	Girls' (Frederick)	Anon Burgee.....	1,200.00	4	600—750	145	145
14	"	Brunswick (Brunswick)	Charles H. Kemsburg..	1,200.00	4	500—700	115	115
15	"	Oakland (Oakland)	R. G. Harley.....	1,200.00	4	400—844	28	66
16	Garrett	Ellicott City (Ellicott City)	C. Edward Bender....	1,200.00	4	514—844	52	45
17	Howard	Chesertown (Chesertown)	Minnie Murphy.....	1,200.00	4	500—750	29	52
18	Kent	Montgomery Co. (Rockville)	Mark Cressy.....	1,300.00	4	550—850	46	94
19	Montgomery	Laurel (Laurel)	Charles G. Myers.....	1,200.00	4	500—750	43	56
20	Prince George	Centreville (Centreville)	Roger I. Manning....	1,000.00	4	500—750	23	61
21	Queen Anne	Easton (Easton)	T. Stuart Luck.....	1,300.00	4	575—1,150	36	66
22	Somerset	Male (Hagerstown)	Frederick E. Gardner.	1,000.00	4	525—600	37	80
23	Talbot	Female (Hagerstown)	Sydney S. Handy.....	1,400.00	4	500—800	39	65
24	Washington	Wicomico (Salisbury)	John B. Zentmyer....	1,365.00	4	650—1,000	159	159
25	Wicomico	Pocomoke (Pocomoke City)	George Pierce.....	1,300.00	4	450—1,000	204	204
26	"	St. Michaels (St. Michaels)	Mary H. Stevenson...	1,200.00	5	400—855	86	133
27	Worcester	St. Michaels (St. Michaels)	Arthur C. Humphreys.	1,200.00	4	500—	35	80
28	"	St. Michaels (St. Michaels)	Arthur C. Humphreys.	1,200.00	4	500—	37	50
Totals.....				\$37,434.00	122		1,468	2,117
Averages.....				1,337.25	4.36		52.43	75.61
								128.05

Number	Name of School	Average Attendance	Aggregate Attendance	Number Days in Session	Enrollment by Years				Graduates	Academic	Commercial	Manual Training	Household Economics	State Ap- propriation
					1st Year	2nd Year	3rd Year	4th Year						
1	Allegany Co. . . .	192	33,853	175	147	36	23	27	23	222	11	74	138	2,500
2	Central . . . . .	101	17,726	175	45	24	28	15	14	92	36	36	76	2,300
3	Beall . . . . .	138	24,415	175	71	51	29	24	21	144	31	65	110	2,400
4	Annapolis . . . .	146	28,257	193	66	41	36	23	20	145	21	41	106	2,400
5	Catoonsville . . .	89	16,473	185	45	27	19	20	20	89	22	60	51	2,400
6	Franklin . . . . .	120	22,102	185	61	33	27	16	15	116	21	71	66	2,400
7	Towson . . . . .	127	23,438	185	80	28	28	21	21	139	18	80	76	2,400
8	Sparrows Point . .	157	26,562	185	30	21	22	7	4	67	10	31	46	2,300
9	Caroline . . . . .	73	12,714	175	24	31	15	14	14	77	7	20	55	2,300
10	Westminster . . .	95	16,458	164	53	32	16	13	9	103	11	34	90	2,300
11	Cecil County . . .	85	14,900	176	46	29	13	15	14	87	16	48	54	2,300
12	Cambridge . . . .	148	27,897	188	92	47	17	13	13	153	14	67	104	2,300
13	Frederick Boys' . .	133	22,441	169	51	35	41	17	17	107	38	145	64	2,300
14	Frederick Girls' . .	106	18,040	169	51	23	25	16	13	94	21	..	..	2,300
15	Brunswick . . . .	87	15,170	175	47	24	19	14	13	88	16	..	45	2,300
16	Oakland . . . . .	69	11,991	174	40	23	17	17	12	84	13	51	..	2,300
17	Ellicott City . . .	62	11,497	185	37	27	13	4	4	73	8	81	..	2,300
18	Montgomery Co. .	97	17,156	181	36	32	26	16	16	94	16	46	64	2,300
19	Chestertown . . .	76	13,431	177	46	23	23	14	13	90	9	41	53	2,300
20	Laurel . . . . .	60	10,802	180	40	10	23	11	10	67	17	63	..	2,300
21	Centreville . . . .	145	16,601	181	39	28	23	12	11	91	11	36	64	2,300
22	Crisfield . . . . .	92	16,382	176	57	30	16	14	14	106	11	..	..	2,300
23	Easton . . . . .	74	13,183	179	41	24	22	17	16	96	8	39	65	2,300
24	Hagerst'n Male . .	136	23,959	176	57	45	33	24	24	130	29	159	..	2,300
25	"    Female . . .	172	30,350	176	69	60	39	36	36	186	18	..	135	2,300
26	Wicomco . . . . .	198	24,015	172	89	55	29	46	45	207	12	86	133	2,400
27	Pocomoke . . . . .	98	17,023	175	47	25	32	11	9	105	10	34	73	2,300
28	Snow Hill . . . . .	73	12,653	174	22	20	29	16	15	73	14	73	39	2,300
	Totals . . . . .	3,049	533,489	4,980	1,529	884	676	493	459	3,125	453	1,550	1,637	\$65,300
	Averages . . . . .		19,053	177.9					16.4					



PUBLIC HIGH SCHOOLS OF THE SECOND GROUP—Approved by the State Board of Education, Year Ending July 31, 1913.

Number	Counties	Name and Location of School	Principal	Salary of Principal	No. Teachers	Salary of Assistants	No. Pupils Enrolled		
							Male	Female	Total
1	Allegheny	Barton (Barton)	George W. Carig.	\$ 1,298.00	3	\$594—\$ 605	9	29	38
2	"	Westernport (Westernport)	O. H. Bruce	1,298.00	3	583— 744	13	27	40
3	Baltimore	Agricultural (Sparks)	B. H. Crocheron	1,800.00	4	550— 1,500	26	35	61
4	Caroline	Federalburg (Federalburg)	A. C. Brower	1,000.00	3	500—	28	35	58
5	"	Ridgely Agricultural (Ridgely)	W. H. Hook	1,200.00	2	500—	17	20	37
6	"	Preston Agricultural (Preston)	G. O. Mudge	1,000.00	2	500— 700	17	27	44
7	Carroll	Mt. Airy (Mt. Airy)	Charles L. Weaver	1,000.00	2 1/2	550— 750	19	24	43
8	Cecil	Chesapeake City (Chesapeake City)	Hugh W. Caldwell	1,000.00	2 1/2	600—	16	20	36
9	"	North East (North East)	Alfred B. McVey	1,000.00	2 1/2	550—	29	21	50
10	"	Gilbert C. Cooling	Guy Johnson	1,000.00	2	500— 800	14	30	44
11	Dorchester	Hurlock (Hurlock)	R. B. Kieley	1,000.00	3	500—	39	36	75
12	Frederick	Middletown (Middletown)	C. Milton Wright	1,000.00	3	600— 1,100	28	26	54
13	Harford	Aberdeen (Aberdeen)	W. H. H. White	1,000.00	3	500—	13	24	37
14	"	Bel Air (Bel Air)	W. H. H. White	1,350.00	3	450— 800	23	47	70
15	"	Jarrettsville (Jarrettsville)	Edgar R. Hauver	1,000.00	2 1/2	500— 900	17	32	49
16	"	Harvey de Grace (Harvey de Grace)	Charles H. Schuster	1,000.00	2 1/2	500— 1,000	27	32	59
17	"	Rock Hall (Rock Hall)	J. Herbert Owens	1,350.00	4	600— 1,000	32	42	74
18	Kent	Sherwood (Sandy Spring)	Walter H. Davis	1,000.00	3	500— 650	15	26	41
19	Montgomery	Galthersburg (Galthersburg)	W. T. Boyce	1,000.00	2	500— 1,200	24	25	49
20	"	Brookeville (Brookeville)	Thomas W. Troxell	1,000.00	2	550— 600	12	38	50
21	"	Friendsville (Friendsville)	E. A. Browning	1,000.00	3	500—	15	28	43
22	Garnett	Friendsville (Clinton)	Eugene S. Burroughs	1,000.00	2	500—	23	25	48
23	Prince George	*Marlboro (Marlboro)	W. R. C. Conick	1,000.00	2	600— 750	22	36	58
24	"	Stevensville (Stevensville)	J. Frederick Jackson	850.00	2	500—	14	22	36
25	Queen Anne	Washington (Princess Anne)	Howard T. Ruhl	1,000.00	2	500— 1,100	12	25	37
26	Southern	St. Michaels (St. Michaels)	Henry E. Adams	1,000.00	2	500— 600	20	23	43
27	Talbot	Oxford (Oxford)	Nellie R. Stevens	1,000.00	2 1/2	500— 600	18	27	45
28	"	Trappe (Trappe)	W. Neal Trubee	1,000.00	2	500—	12	31	43
29	Wicomico	*Delmar (Delmar)	Morris L. Slater	1,000.00	3	500— 650	11	22	33
30	"	Stockton (Stockton)	John S. Hill	1,000.00	3	360—	13	28	39
31	Worcester			1,000.00	2 1/2	500—	14	26	40
32	"			1,000.00	2 1/2	500—	11	22	33
33	"			1,000.00	2 1/2	500—	11	22	33
34	"			1,000.00	2 1/2	500—	11	22	33
		Totals		\$36,046.00	86		640	966	1,606
		Averages		1,060.00	2.6		18.8	28.4	47.2

## TEACHERS' YEAR BOOK

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Number	Name of School	Average Attendance	Aggregate Attendance	Number Days in Session	Enrollment by Years				Number Graduates	Academic	Commercial	Manual Training	Agricultural	Household Economics	State Ap- propriation
					1st Year	2nd Year	3rd Year	4th Year							
1	Barton .....	33	5,815	175	12	11	6	9	4	31	7	..	..	..	1,400
2	Westernport .....	35	5,398	156	17	10	5	8	7	28	12	..	..	..	1,400
3	Sparks Agri. ....	52	9,557	185	26	18	10	7	6	..	..	25	42	34	1,400
4	Federalsburg .....	46	8,974	178	27	17	9	5	5	56	2	25	36	30	1,400
5	Ridgely Agri. ....	39	5,130	177	15	17	5	..	4	3	..	..	34	20	1,400
6	Preston Agri. ....	36	5,923	166	22	18	5	..	5	45	..	..	..	23	1,400
7	Princeton Agri. ....	36	5,843	163	22	12	7	..	..	26	9	..	17	..	1,400
8	Mc. Airy .....	26	4,502	167	13	11	10	2	1	27	..	..	..	..	1,400
9	Chesapeake City .....	42	7,488	176	16	10	12	11	11	50	..	50	50	30	1,400
10	Calvert Agri. ....	29	5,180	176	14	11	6	13	12	44	..	14	..	..	1,400
11	North East .....	52	9,365	182	44	12	10	9	8	37	7	..	..	..	1,400
12	Hurlock .....	49	8,674	178	18	15	12	9	7	37	11	..	16	..	1,400
13	Aberdeen .....	30	5,627	185	15	10	5	7	7	34	..	13	..	24	1,400
14	Bel Air .....	60	11,009	193	20	15	18	17	12	35	19	..	..	..	1,400
15	Highland .....	37	7,091	193	21	13	13	13	10	32	..	..	14	..	1,400
16	Jarrettsville .....	50	9,657	193	28	12	14	13	15	34	..	32	27	..	1,400
17	Havre de Grace .....	66	12,817	193	19	19	18	18	18	34	20	41	..	42	1,400
18	Rock Hall .....	34	5,910	175	21	10	8	5	2	41	..	41	24	24	1,400
19	Sherwood .....	43	7,585	177	16	14	12	12	14	48	..	12	..	..	1,400
20	Cathersburg .....	40	7,061	195	15	21	14	..	..	33	17	12	15	17	1,400
21	Brookersville .....	32	5,089	180	11	10	12	10	15	43	..	..	..	28	1,400
22	Friendsville .....	44	7,524	163	25	27	6	..	5	42	16	..	..	..	1,400
23	Surattsville .....	42	7,089	167	6	21	14	17	16	44	3	..	11	36	1,400
24	Baden .....	31	5,371	175	22	10	3	1	2	22	..	..	14	20	1,400
25	*Marlboro .....	28	4,403	158	17	18	3	..	..	37	..	37	..	..	1,400
26	Stevensville .....	31	5,495	181	18	13	12	..	4	37	..	..	5	..	1,400
27	Washington .....	53	9,071	168	30	21	8	2	2	61	16	26	..	35	1,400
28	St. Michaels .....	36	6,968	193	14	11	10	10	8	29	6	..	..	19	1,400
29	Oxford .....	36	6,766	190	18	10	10	5	5	37	..	..	..	..	1,400
30	Trappe .....	25	4,729	190	17	5	4	3	3	29	4	..	..	..	1,400
31	Sharptown .....	33	5,513	175	9	19	6	5	5	39	..	11	9	28	1,400
32	*Delmar .....	30	5,333	175	20	9	3	6	6	38	..	13	..	25	1,400
33	Packincham .....	34	5,878	175	16	11	7	7	6	36	4	14	..	26	1,400
34	Stockton .....	28	4,841	174	14	10	4	5	3	33	..	11	..	22	1,400
	Totals .....	1,308	233,018	6,047	628	471	300	209	231	1,232	153	299	314	483	\$47,600
	Averages .....		6,853	177.8					7						

\* New.

## ELECTIVES IN THE HIGH SCHOOL COURSE

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By the STATE SUPERINTENDENT.

We assume as postulates the trite propositions; first, that a prescribed course of study for secondary schools is a necessary provision in any scheme of high school instruction, the statement of Dr. Frank McMurry at the Philadelphia meeting of the Department of Superintendence to the contrary notwithstanding; secondly, that all high school pupils, regardless of environment and future occupation, should not be required to pursue the same course.

Since the elementary grades deal almost exclusively with the instrumental knowledges, and the studies and exercises are so basal or fundamental it would be impractical to offer electives in those grades either by subjects or courses. Hence in Maryland, at least, there is but one division of the public school course where it is feasible to offer electives and that in the high school.

While there may not be an entire unanimity of sentiment in favor of either of these propositions, we assume that no educator of national fame, (except possibly Dr. McMurry) would risk his reputation for knowledge of the actual conditions confronting the organization and support of the American secondary school by denying the first, and no one, even with a faint idea of the varied tendencies and natural bents of human interests, would likely do violence to his settled convictions on these points, by demurring to the second.

By way of digression it seems necessary at this point to give some high school statistics as a basis for some observations which will be made later in this discussion.

From a report of the Commissioner of Education we find that only forty per cent. of the pupils of the pre-

ceding year grade enter the first year high school grade, and that only thirty per cent. of that forty per cent. remain for the last year of the high school course. In the counties of Maryland we have enrolled in all the grades 148,000 pupils, and less than 7,000 of these are in the high school grades. It is significant that of the 8,134 seventh grade pupils in the counties of Maryland for the year 1912 there remained for the eighth grade 3,289, or forty per cent., which is the average for the whole nation. Of the 3,289 who entered upon the work of high school grades, 662 remained to complete the prescribed work of our curriculum; or twenty per cent. only, who begin the high school course, complete it. The average for the nation is thirty per cent. Of the 1,732 enrolled pupils in our approved high schools of the counties for 1912, 1,078 were girls and 654 were boys; or in other words there were sixty-four per cent. more girls than boys in the high schools, and my own observation in attending high school commencements this year forces the conclusion that of the graduates the girls outnumber the boys three to one.

The questions naturally arise: "Is there a general appreciation of the purpose of secondary education?" "Is the high school still regarded as a preparatory school for the college?" "As a motive to induce boys to enter the high school grades do we over-emphasize the idea of leadership and 'room at the top' until the large majority feel that such things are too high for them to attain?" "Do pupils realize that whatever pursuit they may enter the advantages derived from a high school course as compared with the elementary course will likely double their earning capacity?" "Apart from any consideration of the money value of such an education, have we teachers and school officials impressed upon our pupils that the benefits of a high school education will give them a better grasp on life's problems, a greater power to enjoy things and will raise them to a higher and happier plane of living?"



These questions are merely submitted to you without discussion. Much remains to be done before the salutary effects of the possibilities of secondary education shall effect most advantageously the educational polity of our State and nation.

Reverting to the subject which the committee assigned me it would seem entirely safe to advise against early specialization, as there would be danger to leave to the pupil of the high school the election of what should be studied. Some objects for a high school course are absolutely essential for every pupil to take regardless of what such person may do after leaving the high school, and we cannot afford to make it possible for them to be omitted; others are important as they may pave the way to some particular activity and still others desirable if we would possess all the evidences which a truly educated person should show.

Of course, all are familiar with the prevailing high school course, which offers Latin, German and French, English Grammar, English and American Literature, Algebra, Geometry, History, Chemistry, Physics, Botany, Domestic Science and Art, Manual Training, Drawing and Music. It is the crystalized judgment of our best school authorities that these subjects should be taught in their entirety or in part in every approved high school. Such an arrangement seems necessary, whether the aim is to lay a foundation for further study of these subjects in another school more advanced, or merely to enlarge and develop our mental powers for the immediate problems of business or professional life.

We are all agreed that these are not all the branches of knowledge which will give intellectual development, but they have been generally accepted as the best. They are the best, certainly, if we are at all wedded to the notion that a high school course is a mere preparation for the college, and the curriculum could not well be changed if there is to be a strict adherence to what have heretofore been requirements for college entrance. The high school



course should always provide for such pupils as may desire to enter institutions of higher learning. Let us all hope that the governing bodies of such institutions may do their part in dovetailing the two courses so that the one will be a logical sequence of the other, or give credit for work done in the high school whether or not it appertains directly to admission requirements.

One fact stands out prominently, and that is this: What we term the academic course, while perhaps, best for those who will enter college, is not the most practical for the very large majority who do not go to college, but end their school days with the completion of the high school course.

Whether the representative high school course, before so much provision was made for electives, was evolved by our college professors as a preparatory one, or the creation of the city school system with especial reference to the needs of city life, plays little part in our present efforts to bring about a proper adjustment of the high school to our scheme of education which will make it possible to fill its place with minimum friction and maximum efficiency. Ninety per cent. of our American people are interested in industrial activities, and our plan of education must hold some close relation to these activities as it has heretofore held to other spheres where the professions played their respective parts.

There are commercial, industrial and labor problems which demand trained men and women. It is said that Germany's commercial ranking today is attributed by those who have made a study of her affairs to her unequaled industrial and technical schools. Our biggest and keenest competition is along industrial lines, and our schools must not only provide for captains and lieutenants in the industrial world, but we must see to it that our pupils avail themselves of such provision. We ought to accept no excuse that so few boys are acquiring the necessary training as will make them skilled workmen. They should not become, as another puts it, the mere

drivers of wagons filled with the products of another's brain. Our boys and girls have different capacities, tastes and ambitions—they could not be alike if they so desired. We must recognize their varying conditions by providing as liberally as we can for their special development. I wish to quote these two well-known authorities whose statements are *apropos* of the spirit of this discussion, viz:

(1) Mr. Hamilton Wright Mabie: "This is the age of the skilled man. The tragedy of time, as I see it, is not the tragedy of the bad man or the bad woman—that tragedy is as old as history; but the special tragedy of our time is the tragedy of the half-trained man or half-trained woman. It is the tragedy of the man who is willing to do anything he can do but who has no special facility for doing any one thing; or a woman who is willing to do anything which is consistent with honor, but who has no training for any special kind of work. It is the tragedy of the desire to work, without training for dealing with the tools or the material. There is only one man in our modern society, from the economical side, that is safe, and that is the man, who can command his position by the superiority of his skill."

(2) President Jordan, of Leland Stanford University: "The curriculum of the high school should be determined by those schools themselves, and for their own best development. Colleges and universities have a right to demand that whatever foundation work has been given shall have been given with thoroughness; but for them to specify certain classes of subjects regardless of the rural interests of the secondary school and its pupils is a species of impertinence which only tradition justifies. The study of words fills too large a part of our sec-

ondary schools. What is needed is thorough study of the realities of nature, motor training through manual work and the mastery of English."

I endorse each statement, but in doing so it is not meant we should introduce trades into our high schools. Such an idea considering our present school development in Maryland, is impracticable. But our high school work must have some well-thought-out relationship for the encouragement of skilled laborers as it once did for men to become skilled physicians and lawyers. The prospective agriculturist, engineer, merchant or business man should find in the high school course as much special knowledge and basal training as has the professional or any other prospective. Manual training for boys and domestic science and art for girls, and English for both should be in any and every high school course. Hence this brings us to the point where we ask that electives be by courses and not by subjects—that under our Maryland conditions the course be elected by the class and not the individual pupil. Even in our approved schools of the first group it is possible to have outlined four or five elective courses, but that does not mean you will have to double or even increase possibly the present corps of teachers. All the elective courses will not be in operation at one time. But we can consistently follow the suggestion of President Jordan and let the high school course be determined by the school itself. It is hardly necessary to add that my objection to the election of subjects, especially by the individual pupils, is based on the assumption that they have not reached that period of matured judgment as would make it wise for the election to rest with them. Their ideas of education are exceedingly crude. To think of such pupils choosing the branches of study which will be best for them, following perhaps lines of least resistance, is worse than pedantry.

Nor are the parents much better fitted to make selection of subjects than the children themselves? We main-

tain then that there must be courses of study, for to throw them aside would be to go back from organization to chaos.

The State Board of Education should arrange the several elective courses and the particular school should determine, with the approval of the county superintendent, the course or courses which will best meet the needs of the children of that school. It is well that the first and possibly the second year of the high school work be the same for all pupils—the elective feature starting about the middle of the course. The number and character of the courses to be offered will depend largely upon the teaching force and equipment. No school should offer more courses than it can teach well. The full course must represent not less than sixteen (Carnegie Foundation) units, which means a school year of at least thirty-six weeks and recitation periods of not less than forty minutes.

We need a statutory provision that a high school teacher must possess scholarship equal to graduation from a college, whose work merits the name "college." Every college will do well to recognize the need of secondary education by providing a course for the training of such teachers that they, who are to become teachers, may know the "how" as well as the "what" to teach—may be able to apply the principles of pedagogy to the subjects they are to teach. In the absence of such training while pursuing the college course the summer school should be patronized until the art of imparting knowledge is acquired.

The high school teacher must know what a standard secondary school should be and always be honest enough to admit wherein his particular school falls short.

The State is interested not so much in extending aid to schools that certain teachers may receive the largest salaries, but that there may come to the community where the school is located that uplift which will come when the teacher appreciates the full meaning of high school education and then honestly strives to engraft it on the life of the community.



## SECONDARY EDUCATION

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By CHARLES HUGHES JOHNSTON.

For the first time in our educational life as a nation we have consciously and in earnest set about the work of educating all our adolescents, male and female. For the first time we are calling with one voice for scientific and attested principles upon which to base our high school administration. For the first time we are really seeing, not acknowledging, the socializing work to be done by the high school. Our ideals are shifting from the vague general externally imposed standards of mental discipline and college preparation to those translatable into twentieth-century individual and social requirements; sound health and a health conscience; the ability to use the intellect upon the problems in the give-and-take of ordinary social, civic, and commercial life; taste and the observance of the demands for the beautiful in both personal and community concerns; an economic sense which demands soundness and integrity in business; a civic and moral consciousness which upholds and contributes to the community ethics upon which social progress depends; and a religious sense which assures loyalty to a permanent system of values. If our one and one-fourth million adolescents now in American high schools acquire these things, our nation's future is assured. The demands are insistent and they are elemental.

The problems of American secondary education are naturally multiplying. In addition to the traditional and generally accepted problems of high school administration and the supervision of instruction, there is evolving what we may term a new educational science in regard to the strictly social administration of high school work. The supervisory program ahead requires that we work out and put in opera-



tion a system of general principles of adolescent pedagogy which is clearly based on the problems arising out of the age of the high school student and his likely participation in the activities of his community. This done, we must refine the special pedagogies of all constants in the curriculum and evolve from the same basic point of view workable pedagogies for the newly admitted branches. No old pedagogies can serve us here. This is a decade's program.

Far beyond this instructional program, however, the social administration of our high school presents alluring problems of a novel but critical character. These have to do, first, with more firmly establishing the conception of secondary education as a social enterprise as well as an instructional operation; second, with the institutional relationships which the high school must sustain to other and similar agencies of democracy; and third, with those problems of the various organizations within the high school body itself. Under each of these divisions pioneering treatises must be written, systematic experimentation carried on generally, and the socializing function established as a matter of fact, not as an easy assent to a generality, established so that the complex industrial and moral currents of the modern world may interpret and not obscure the high school's mission.

Heretofore we have been sadly unaccustomed to think co-operatively upon these problems. Unlike the professionalism which has to an extent guided the development of lower and higher grades of education, the high school has meandered along somewhat aimlessly in academic paths and has been strangely unmindful of the interesting and urgent work waiting to be done. Now exploitation of this waiting work has begun. The people, the patrons, the taxpayers, the citizens, have caught the spirit of looking for results. The administration of high schools, superintendents, principals, supervisors and teachers, are doing genuine curriculum thinking. And these resulting curriculum variations, adapted to student groups classified with reference to social and individual needs, are as naturally put in opera-

tion today as they were ignored twenty-five years ago. We accept the fact that the high school is a socializing institution. High school supervision likewise is being recognized as a problem itself which cannot be dismissed nor solved merely by the importation into the high school of principles discovered to apply elsewhere. With this is coming among high school teachers the professional spirit and consciousness which have been until recently so conspicuous by their absence. Standards are being recognized for high school teaching, and certification laws in most States look definitely toward a long-desired minimum standard for admittance into the high school teaching profession. Parallel with these encouraging tendencies has come the institutional recognition of the field of secondary education by colleges and universities. Secondary education has itself become a department of study in these higher curriculums with an actual model high school as its laboratory. It constitutes a field for research where one may hope soon to be able to call in the service of experts and to have available results of scientific investigations.

Surveys of State conditions for high school teaching show concrete problems in bewildering numbers and varieties, both administrative and pedagogical. The sign of progress is just this fact, that we can survey, name, and work definitely toward the ultimate solution of these problems. Every State is in some serious way devising a method and imbedding it in statute for providing free high school education for all its boys and girls. State recognition of its own obligation in the matter of high school education is of profound significance. Equally so is the modern relation of colleges and universities to high schools. Entrance requirements are gradually coming to have a different educational meaning. Instead of externally imposed informational tests of arbitrary chosen subject-matter, they now are looked upon as co-operative devices which may safely insure a reasonable standard of proficiency on the part of the graduating high school student, regardless of the sub-

ject-matter which was used to bring about this proficiency. College inspection of high schools has accordingly changed its character where it existed before, and become a co-operative administrative and supervisory work for making one educational institution more successfully articulate with another. Where entrance examinations are still in operation, they have changed their character correspondingly.

With this impetus to become self-orienting the American high schools have forsaken the earlier ideal of uniformity and conformity to a standard type academically conceived for them by outsiders. Hundreds of high schools now have their own individuality, as, for different reasons, Grand Rapids, Louisville, or Richmond, Ind., to say nothing of the industrial and agricultural and commercial variations of the type. An almost analogous issue to that of separate kinds of high schools is that of the differentiation and multiplication of curriculums within a single high school itself. With these artistic, domestic and otherwise vocational colorings for our different curricula or high school plants, as the case may be, has come inevitably the rated *human* obligations. We are face to face with these personal problems of vocational guidance and the somewhat less frequently formulated but probably more fundamental one of avocational guidance. Related in turn to these problems, which must find expression finally through some systematic and approved method of high school administration, comes the question of *how* in defined procedure one is to set about moral instruction and training which enable high school students to possess and obey a twentieth-century moral conscience.

In short, the question of secondary education is uniquely one of how most adequately to formulate a working conception of the high school organization, how to extend its reach to all our adolescents, and how to refine our procedure in accordance with such ultimate purposes. The prime issue is shifting from the literal but important secondary question of extension over four years or five or six years, in-

cluding upper grades, or six including first two years of college, and shifting from the impersonal and more or less superficial problem of how to direct the academic procedure of imparting some choice bits of information from stores precious by virtue of mellowness of age, to that of training the student's powers as social usage and our common life demand. High school education, however it may differ from other grades of education, is not, in our civilization, primarily a luxury, academic or otherwise. It is in the broad sense a necessity. Fortunately it at length burdens the community conscience, and has become the measure of our educational democracy.

# DIRECTORY OF HIGH SCHOOL TEACHERS

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing
ALLEGANY.													
William M. Tinker.....	Cumberland ...	11	\$1500	..	..	√	√	√	..	..	..	..	..
Margaret S. Miller.....	“ .....	7	715	..	..	√	√	..	..	..	..	..	..
Annie M. Luman.....	“ .....	10	737	√	..	..	..	..	..	..	..	..	..
Alice K. Bielaski.....	“ .....	5	649	..	√	..	..	..	..	..	..	..	..
Ruth A. Clauson .....	“ .....	5	649	..	..	..	√	..	..	..	..	..	..
Mary L. Quinn.....	“ .....	9	800	..	..	..	..	√	..	..	..	..	..
Statie M. Minch.....	“ .....	1	600	√	√	..	√	..	..	..	..	..	..
Rachel Everett .....	“ .....	2	704	..	..	..	..	..	..	..	√	..	..
Ethel I. Bierman.....	“ .....	1	660	..	..	..	..	..	..	..	√	..	..
J. T. Grimm.....	“ .....	2	902	..	..	..	..	..	..	√	..	..	..
Frank A. Wolfhope.....	“ .....	5	902	..	..	..	..	√	..	..	..	..	..
Arthur F. Smith.....	Lonaconing ...	14	1500	√	√	..	..	..	..	..	..	..	..
J. A. Kendrick.....	“ .....	4	847	..	√	..	..	√	..	..	..	..	..
Elizabeth Somerville...	“ .....	3	583	..	√	√	..	..	..	..	..	..	..
Martha Thomas.....	“ .....	10	583	..	..	..	√	..	..	..	..	..	..
W. S. Morris.....	“ .....	12	902	..	..	..	..	√	..	..	..	..	..
Peter C. Pell.....	“ .....	2	902	..	..	..	..	..	..	√	..	..	..
Anna M. Sloan.....	“ .....	1	660	..	..	..	..	..	..	..	√	√	..
Olin R. Rice.....	Frostburg ...	10	1500	..	..	√	..	..	..	..	..	..	..
Katherine A. Porter....	“ .....	10	650	..	√	..	..	..	..	..	..	..	..
M. Alice Kearsing.....	“ .....	11	650	√	..	..	√	..	..	..	..	..	..
Leslie Orr.....	“ .....	1	550	√	..	..	√	..	..	..	..	..	..
David J. Arnold.....	“ .....	2	900	..	..	..	..	√	..	..	..	..	..
Gustolf Leidholm.....	“ .....	5	1000	..	..	..	..	..	..	√	..	..	..
Norman Beglier.....	“ .....	4	750	..	..	..	..	√	..	..	..	..	..
Marguerite Williams...	“ .....	1	550	..	..	..	..	..	..	..	√	..	..

\*Years' Experience as High School Teacher.



Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing Music
George W. Craig.....	Barton .....	13	1298	..	✓	..	..	✓	..	..	..	..	..
Daisy Cline.....	" .....	4	594	✓	..	✓	..	..	..	..	..	..	..
Anna Webster .....	" .....	3	605	..	..	✓	✓	✓	..	..	..	..	..
Abigail Schwab.....	" .....	1	744	..	..	..	..	✓	..	..	..	..	..
Nellie Hanna.....	" .....	1	693	..	..	..	..	..	✓	..	..	..	..
O. H. Bruce.....	Westernport ..	20	1298	..	✓	..	✓	..	..	..	..	..	..
Carrie Hepburn.....	" .....	10	649	..	..	✓	✓	✓	..	..	..	..	..
Annie Wagner.....	" .....	10	583	✓	..	..	..	..	..	..	..	..	..
ANNE ARUNDEL.													
Louise Linthicum.....	Annapolis ....	16	1200	✓	..	✓	..	..	..	..	..	..	..
Mary Bass.....	" .....	5	800	..	..	✓	✓	..	..	..	..	..	..
Nellie Bass.....	" .....	2	650	✓	..	..	✓	✓	..	..	..	..	..
Emily Hopkins.....	" .....	3	750	..	✓	..	..	✓	..	..	..	..	..
Clara B. Kent.....	" .....	2	650	✓	✓	✓	..	..	..	..	..	..	..
Agnes Himmelheber....	" .....	5	800	..	..	..	..	..	✓	..	..	..	..
Ivon T. Morton.....	" .....	3	800	..	..	..	..	..	..	..	✓	✓	..
Mary B. Tate.....	" .....	3	700	..	..	..	..	..	..	..	✓	..	..
BALTIMORE.													
R. Edward de Russy...	Catonsville ...	13	1800	..	✓	✓	..	..	..	..	..	..	..
Mary O. Ebaugh.....	" .....	6	1000	..	..	..	✓	..	..	..	..	..	..
Helen Coulter.....	" .....	4	650	✓	..	✓	..	..	..	..	..	..	..
Reba Neepler.....	" .....	3	600	..	..	✓	..	✓	..	..	..	..	..
Hanna Scott.....	" .....	5	600	..	..	..	..	..	✓	..	..	..	..
Gretchen Nelsen.....	" .....	1	640	..	..	..	..	..	..	..	✓	..	..
J. Albert Miller.....	" .....	1	600	..	..	..	..	..	..	✓	..	✓	..
H. H. Murphy.....	Reisterstown ..	14	1800	..	✓	..	✓	..	..	..	..	..	..
E. Georgien Ewing.....	" .....	11	1000	✓	..	✓	..	..	..	..	..	..	..
Jessie M. Ebaugh.....	" .....	8	800	..	✓	..	✓	..	..	..	..	..	..
Elizabeth M. Reese....	" .....	5	700	..	..	..	..	✓	..	..	..	..	..
L. Arleen McKenney...	" .....	2	550	..	..	..	✓	✓	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Music
Gertrude M. Michael...	"	5	600	..	..	..	..	..	✓	..	..	..	..
August P. Gampf.....	"	3	800	..	..	..	..	..	..	✓	..	..	..
Helen C. Day.....	"	1	640	..	..	..	..	..	..	..	✓	..	..
Arthur C. Crommer....	Towson	8	1800	..	✓	..	..	..	..	..	..	..	..
M. Jane Alford.....	"	7	1000	..	..	✓	✓	..	..	..	..	..	..
R. Louise Balls.....	"	10	800	✓	..	✓	..	..	..	..	..	..	..
Minnie M. Gessford....	"	3	700	✓	..	..	✓	✓	..	..	..	..	..
Agnes Bandel.....	"	3	600	..	..	✓	..	✓	..	..	..	..	..
Nannie Feast.....	"	5	600	..	..	..	..	✓	..	..	..	..	..
D. Fred Shamberger...	"	6	1800	..	..	..	..	..	..	✓	..	..	..
Nora Benson.....	"	4	640	..	..	..	..	..	..	..	✓	..	..
Joseph Blair.....	Sparrows Point	5	1800	..	✓	✓	..	..	..	..	..	..	..
Caroline L. Ziegler....	"	5	1000	✓	..	..	✓	..	..	..	..	..	..
Mary A. Clark.....	"	4	800	✓	✓	..	..	..	..	..	..	..	..
Raymond Curtis.....	"	1	900	..	..	..	..	✓	..	..	..	..	..
Harry Hoshall.....	"	4	1000	..	..	..	..	..	..	✓	..	..	..
Marion Mills.....	"	1	800	..	..	..	..	..	..	..	✓	..	..
Bertram H. Crocheron..	Sparks	4	1800	..	..	..	..	✓	..	✓	..	..	..
Louise Laitem.....	"	1	900	..	..	..	..	✓	..	..	✓	..	..
E. G. McCloskey.....	"	1	1500	..	..	..	..	✓	..	✓	..	..	..
Elizabeth Thurston....	"	3	550	✓	..	✓	..	..	..	..	..	..	..
W. M. Mays.....	"	2	700	..	✓	..	..	..	..	✓	..	..	..
CAROLINE.													
J. Walter Huffington...	Denton	12	1300	..	✓	..	✓	✓	..	✓	..	..	..
Elizabeth E. Pippin....	"	19	600	✓	..	✓	..	..	..	..	..	..	..
Mary E. Todd.....	"	1	500	..	✓	..	✓	..	..	..	..	..	..
Addie L. Wilson.....	"	4	500	✓	✓	✓	..	..	..	✓	..	..	..
Arthur L. Greenwood...	"	6	700	..	✓	..	..	..	..	..	✓	..	..
F. C. Brown.....	"	1	500	..	..	..	..	..	..	..	✓	..	..
A. C. Brower.....	Federalsburg	37	1000	..	✓	✓	✓	✓	..	✓	..	..	..
Addie C. Gale.....	"	1	500	✓	..	✓	✓	..	..	..	..	..	..
Nellie M. Butler.....	"	4	500	..	..	..	..	..	✓	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
W. H. Hook.....	Ridgely .....	1	1200	..	..	..	..	..	✓	✓	..	..	..	..
Anna S. Fisher.....	“ .....	1	500	✓	..	✓	..	..	..	..	..	..	..	..
Cecille M. Parks.....	“ .....	2	600	..	✓	..	✓	..	..	..	..	..	..	..
G. O. Mudge.....	Preston .....	14	1000	✓	..	✓	..	..	..	..	..	..	..	..
Nona L. Parks.....	“ .....	4	500	..	✓	..	✓	..	..	..	..	..	..	..
W. L. Kirby.....	“ .....	2	700	..	..	..	..	✓	..	✓	..	..	..	..
CARROLL.														
Charles H. Kolb.....	Westminster ..	10	1200	..	..	✓	✓	..	..	..	..	..	..	..
Wiley W. Jenkins.....	“ .....	1	800	..	✓	..	..	✓	..	..	..	..	..	..
Ida F. Lockard.....	“ .....	11	600	✓	..	✓	..	..	..	..	..	..	..	..
Annette Whitmore.....	“ .....	5	550	✓	..	..	..	✓	..	..	..	..	..	..
Everett A. Hidey.....	“ .....	11	1050	..	..	..	..	..	..	✓	..	..	..	..
Ross J. Blocker.....	“ .....	2	800	..	..	..	..	..	✓	..	..	..	..	..
Maude E. Monohan....	“ .....	2	500	..	..	..	..	..	..	..	✓	..	..	..
Charles L. Weaver.....	Mount Airy....	4	1000	..	✓	✓	✓	..	..	..	..	..	..	..
Frank R. Young.....	“ .....	2	550	✓	..	..	✓	..	..	..	..	..	..	..
J. Keller Smith.....	“ .....	2	750	..	..	✓	..	..	..	✓	..	..	..	..
CECIL.														
Edwin B. Fockler.....	Elkton .....	15	1200	..	✓	..	..	✓	..	..	..	..	..	..
Ella C. Levis .....	“ .....	4	600	✓	..	..	✓	✓	..	..	..	..	..	..
Katharine Bratton.....	“ .....	6	600	..	✓	..	..	✓	..	..	..	..	..	..
M. Ethel Hall.....	“ .....	6	600	..	..	✓	✓	..	..	..	..	..	..	..
Lydia Terrell.....	“ .....	1	300	..	..	..	..	..	..	..	..	..	✓	..
William Creserell.....	“ .....	1	800	..	..	..	..	..	..	✓	..	✓	..	..
Evelyn T. Kimble.....	“ .....	2	600	..	..	..	..	..	✓	..	..	..	..	..
Clara A. Tompkins.....	“ .....	3	600	..	..	..	..	..	..	..	..	✓	..	..
Martie Bowland.....	“ .....	3	200	..	..	..	..	..	..	..	..	✓	..	..
Hugh W. Caldwell.....	Chesap'ke City.	15	1000	✓	✓	..	..	✓	..	..	..	..	..	..
Mary H. Cooper.....	“ .....	7	600	✓	..	✓	✓	..	..	..	..	..	..	..
Helen H. Windle.....	“ .....	5	600	✓	..	✓	..	..	✓	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
Alfred B. McVey.....	Calvert .....	8	1000	..	✓	..	..	..	..	✓	..	..	..	..
Edith C. Holt.....	“ .....	4	550	✓	..	..	✓	..	..	..	..	..	..	..
J. Marshall Thompson..	“ .....	3	550	..	✓	✓	..	..	..	..	..	..	..	..
William Maloney.....	“ .....	2	800	..	..	..	..	..	..	..	✓	..	..	..
Guy Johnson.....	North East....	1	1000	..	✓	✓	..	✓	..	..	..	..	..	..
Cleora Landon.....	“ .....	1	500	✓	..	..	✓	..	..	..	..	..	..	..
DORCHESTER.														
James B. Noble.....	Cambridge ....	11	1400	..	✓	..	..	..	..	..	..	..	..	..
Lindsay C. Marshall....	“ .....	5	750	..	..	..	✓	..	..	..	..	..	..	..
Nita Parr Perry.....	“ .....	5	500	..	..	..	..	✓	..	..	..	..	..	..
Bessie E. Bradshaw....	“ .....	12	500	✓	..	✓	..	..	..	..	..	..	..	..
Louise E. Musselman...	“ .....	4	500	✓	..	..	✓	..	..	..	..	..	..	..
Bertha Robinson.....	“ .....	10	500	✓	✓	..	..	..	..	..	..	..	..	..
Albert F. Farver.....	Cambridge ....	12	950	..	..	..	..	..	..	..	✓	..	✓	..
John O. Neighbors.....	“ .....	8	808	..	..	..	..	..	✓	..	..	..	..	..
Rosalie Blake.....	“ .....	2	630	..	..	..	..	..	..	..	..	✓	..	..
Gilbert C. Cooling.....	Hurlock .....	7	1000	✓	✓	✓	..	✓	..	..	..	..	..	..
May Morris.....	“ .....	3	500	✓	✓	✓	..	✓	..	..	..	..	..	..
Grace Dennis.....	“ .....	1	400	✓	..	✓	..	✓	..	..	..	..	..	..
Ava Taylor.....	“ .....	1	400	..	..	..	✓	..	..	..	..	..	..	..
T. U. Fetters.....	“ .....	4	700	..	..	..	..	..	✓	..	..	..	..	..
FREDERICK.														
Amon Burgee.....	Frederick ....	25	1200	✓	✓	..	✓	..	..	..	..	..	..	..
Harry J. Kefauver....	“ .....	11	750	✓	..	..	✓	..	..	..	..	..	..	..
Mary C. Ott.....	“ .....	3	600	✓	..	✓	..	..	..	..	..	..	..	..
James C. Biehl.....	“ .....	2	600	..	✓	..	..	✓	..	..	..	..	..	..
S. Fenton Harris.....	“ .....	5	700	..	..	..	..	..	✓	..	..	..	..	..
Louise A. Rice.....	“ .....	1	360	..	..	..	..	..	✓	..	..	..	..	..
Spencer C. Stull.....	“ .....	11	1100	..	..	..	..	..	..	..	✓	..	..	..
William B. Kemp.....	“ .....	1	1100	..	..	..	..	..	..	✓	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
Charles H. Remsberg..	Frederick .....	13	1200	..	√	..	√	√	..	..	..	..	..	..
Lillie M. Wiener.....	" .....	5	750	..	√	√	√	√	..	..	..	..	..	..
Pearl A. Eader.....	" .....	5	700	√	..	..	..	..	..	..	..	..	√	..
Katharine M. Wiener..	" .....	1	500	√	√	..	√	..	..	..	..	..	..	..
Blanche R. Stone.....	" .....	3	700	..	..	..	..	..	√	..	..	..	..	..
Edith M. Thomas.....	" .....	3	750	..	..	..	..	..	..	..	√	..	..	..
Emily Cooper.....	" .....	2	700	..	..	..	..	..	..	..	√	..	..	..
R. E. Kieeny.....	Middletown ...	8	1000	..	√	√	√	√	..	..	..	..	..	..
M. H. Haupt.....	" .....	5	600	√	..	√	√	..	..	..	..	..	..	..
E. R. Stockman.....	" .....	5	700	..	..	..	..	..	√	..	..	..	..	..
R. G. Harley.....	Brunswick ...	4	1200	..	..	..	..	..	√	..	..	..	..	..
W. A. Smith.....	" .....	1	700	..	..	..	√	√	..	..	..	..	..	..
A. W. Reich.....	" .....	4	600	..	..	√	..	..	..	..	..	..	√	..
Josephine Solomon....	" .....	2	600	√	..	..	..	..	..	..	..	..	..	..
Sarah J. Reich.....	" .....	1	600	..	√	..	..	..	..	..	..	..	..	..
GARRETT.														
C. Edward Bender.....	Oak-land .....	5	1269	..	√	√	√	√	..	..	..	..	..	..
May Arnold.....	" .....	5	522	√	√	√	√	..	..	..	..	..	..	..
Elizabeth Leary.....	" .....	3	528	√	..	√	..	√	..	..	..	..	..	..
Helen L. Barnes.....	" .....	1	517	√	√	..	..	√	..	..	..	..	..	..
Daisy Hanna.....	" .....	5	525	..	..	..	..	..	√	..	..	..	..	..
Gertrude Skelton.....	" .....	1	514	..	..	..	..	..	..	..	√	..	..	..
H. A. Loraditch.....	" .....	12	844	..	..	..	..	√	..	..	√	..	..	..
Edw. A. Browning.....	Friendsville ..	3	1000	√	√	√	..	..	..	..	..	..	..	..
Stella N. Cathcart.....	" .....	1	500	..	√	..	..	√	..	..	..	..	..	..
Emma Gorringer.....	" .....	2	500	..	..	..	√	√	..	..	..	..	..	..
J. C. Faer.....	" .....	1	500	..	..	..	..	..	√	..	..	..	..	..
HARFORD.														
J. Herbert Owens.....	Havre de Grace	7	1350	..	√	√	√	..	..	..	..	..	..	..
Thomas F. Smith.....	" .....	3	1000	..	√	..	..	√	..	..	..	..	..	..

\*Years' Experience as High School Teacher.



Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing Music
Sallie P. Galloway.....	Havre de Grace	3	600	..	..	√	√	..	..	..	..	..	..
Elsie B. Draper.....	"	1	600	√	..	..	√	..	..	..	..	..	..
Ralph W. Strawbridge..	"	9	1000	..	..	..	..	..	..	..	√	..	√
Ruth C. Calaway.....	"	3	700	..	..	..	..	..	√	..	..	..	..
Lucy T. Boyd.....	"	3	900	..	..	..	..	..	..	..	..	√	..
W. H. H. White.....	Bel Air	8	1350	√	√	√	√	√	..	..	..	..	..
Lena C. Van Bibber....	"	6	800	..	√	√	√	√	..	..	..	..	..
Kate A. Ricker.....	"	12	450	..	..	..	..	√	..	..	..	√	..
Rose E. Galbreath.....	"	2	450	√	..	√	..	..	..	..	..	..	..
N. Lucile Knight.....	"	2	450	√	..	..	..	..	..	..	..	..	..
Anna B. Carman.....	"	6	800	..	..	..	..	..	√	..	..	..	..
Edgar R. Hauver.....	Street	3	1000	..	√	√	√	√	..	..	..	..	..
Lelia Scarborough.....	"	3	500	√	..	√	..	√	..	..	..	..	..
Earl C. Baity.....	"	3	900	..	..	..	..	√	..	√	..	..	..
Charles H. Schuster....	Jarrettsville	4	1000	..	√	..	√	√	..	..	..	..	..
W. W. Reitz.....	"	1	1000	..	..	..	..	√	..	√	..	..	..
L. B. Ford.....	"	2	500	√	..	√	..	..	..	..	..	..	..
C. Milton Wright.....	Aberdeen	6	1000	..	√	√	√	..	..	..	..	..	..
Florence J. Porter.....	"	6	450	√	..	..	..	√	..	..	..	..	..
Grace H. Cummings....	"	3	450	√	..	..	√	..	..	..	..	..	..
HOWARD.													
Minnie Murphy.....	Ellicott City	7	1000	..	√	..	√	√	..	..	..	..	..
Margaret A. Pfeiffer...	"	5	750	..	..	√	√	..	..	..	..	..	..
Florence I. Arnold.....	"	4	650	√	..	..	..	√	√	..	..	..	..
Frank Shipley.....	"	1	500	..	..	..	..	√	..	..	..	..	..
Bertha R. Brown.....	"	4	700	..	..	..	..	..	√	..	..	..	..
Herbert Lawson.....	"	4	700	..	..	..	..	..	..	..	√	..	√
KENT.													
Mark Creasy.....	Chestertown	22	1300	..	√	..	√	√	..	..	..	..	..
Jeannette Gooding.....	"	11	650	√	..	..	..	√	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	* Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
Mary W. Carroll.....	Chestertown ..	7	600	..	✓	..	..	..	..	..	..	..	..	..
Anna B. Smith.....	“ .....	2	550	..	..	✓	✓	..	..	..	..	..	..	..
Nellie E. Walters.....	“ .....	6	650	..	..	..	..	..	✓	..	..	..	..	..
Anna Copper.....	“ .....	3	500	..	..	..	..	..	..	..	..	✓	..	..
Owen C. Blades.....	“ .....	8	850	..	..	..	..	..	..	..	✓	..	..	..
Walter H. Davis.....	Rock Hall.....	6	1000	..	..	✓	✓	..	..	..	..	✓	..	..
James W. Johns.....	“ .....	4	650	..	✓	✓	..	✓	..	..	..	..	..	..
Estelle J. Biddle.....	“ .....	7	500	✓	..	..	..	✓	..	..	..	..	..	..
Frank A. Greenhawk..	“ .....	6	600	..	..	..	..	..	..	..	✓	..	..	..
MONTGOMERY.														
Charles G. Myers.....	Rockville .....	7	1200	✓	..	..	✓	✓	..	..	..	..	..	..
Edith L. Ford.....	“ .....	9	750	✓	✓	..	..	..	..	..	..	..	..	..
Alice E. Hepburn.....	“ .....	2	500	..	✓	✓	✓	..	..	..	..	..	..	..
Mary Brewer.....	“ .....	6	500	✓	..	..	..	..	..	..	..	..	..	..
Frances Homer.....	“ .....	4	800	..	..	..	..	..	..	..	..	✓	..	..
Theodora Baily.....	“ .....	1	600	..	..	..	..	..	✓	..	..	..	..	..
Wilson S. Ward.....	“ .....	13	900	..	..	..	..	..	..	..	✓	..	..	..
Julian F. Walters.....	Brookeville ..	4	1000	✓	✓	✓	✓	✓	..	..	..	..	..	..
Lena Barwick.....	“ .....	4	550	✓	✓	✓	✓	✓	..	..	..	..	..	..
Isabel Parsley.....	“ .....	3	550	✓	..	..	..	..	..	..	..	..	..	..
S. D. Gray.....	“ .....	2	1200	..	..	..	..	✓	..	✓	..	..	..	..
Effie Barnsley.....	“ .....	2	600	..	..	..	..	..	..	..	..	✓	..	..
W. T. Boyce.....	Sandy Spring..	2	1000	✓	..	✓	..	✓	..	..	..	..	..	..
Sallie P. Brooke.....	“ .....	4	600	..	✓	..	..	..	..	..	..	..	..	..
Ruth Shoemaker.....	“ .....	2	500	..	..	..	✓	..	..	..	..	..	..	..
Irene V. Kimler.....	“ .....	3	600	..	..	..	..	..	..	..	..	✓	..	..
Thos. W. Troxell.....	Gaithersburg ..	14	1000	..	✓	..	..	✓	..	..	..	..	..	..
Caroline L. Henderson..	“ .....	1	550	✓	..	✓	✓	..	..	..	..	..	..	..
Maude V. Broome.....	“ .....	2	600	..	..	..	..	✓	..	..	..	✓	..	..
Anna C. Pace.....	“ .....	2	600	..	..	..	..	..	✓	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing
PRINCE GEORGE'S.													
Roger I. Manning.....	Laurel .....	14	1000	..	✓	..	..	✓	..	..	..	..	..
Margaret A. Edmonston	" .....	8	750	✓	..	..	✓	..	..	..	..	..	..
Elizabeth Gardner.....	" .....	5	650	✓	..	✓	..	✓	..	..	..	..	..
Amelia H. Fritz.....	" .....	2	500	..	✓	..	✓	..	..	..	..	..	..
Mary A. Sadler.....	" .....	12	600	..	..	..	..	..	✓	..	..	..	..
Chas. A. Stanley, Jr....	" .....	2	700	..	..	..	..	..	..	✓	..	..	..
Eugene S. Burroughs..	Clinton .....	12	1000	✓	✓	..	..	✓	..	✓	..	..	..
J. A. Canico.....	" .....	3	750	✓	✓	..	..	..	..	..	..	..	..
Anna S. Blandford.....	" .....	6	500	..	..	..	✓	..	..	..	..	..	..
Daisy C. Blandford.....	" .....	8	600	..	..	..	..	..	✓	..	✓	..	..
Celestia B. Young.....	" .....	4	500	..	✓	✓	..	..	..	..	..	..	..
P. G. Minnehon.....	" .....	7	150	..	..	..	✓	..	..	..	..	..	..
W R. C. Connick.....	Baden .....	1	1000	..	✓	..	..	✓	..	..	..	..	..
Clara C. Gibbons.....	" .....	1	650	✓	..	✓	..	..	..	..	..	..	..
Bernard F. Gwynn.....	" .....	1	600	..	..	..	..	✓	..	✓	..	..	..
Margaret J. Wilson....	" .....	1	600	..	..	..	✓	..	..	..	✓	..	..
W. Stafford Jackson....	Marlboro .....	14	850	..	✓	..	✓	✓	..	..	..	..	..
May Alice Dandy.....	" .....	3	500	✓	✓	✓	✓	..	..	..	..	..	..
Josephine L. Wilson...	" .....	4	500	✓	..	..	..	..	✓	..	..	..	..
QUEEN ANNE'S													
T. Stuart Luck.....	Centreville ....	4	1300	..	✓	✓	✓	✓	..	..	..	..	..
C. Estelle Rose.....	" .....	8	625	✓	..	..	✓	..	..	..	..	..	..
Nannie P. Keating.....	" .....	1	575	..	✓	✓	✓	..	..	..	..	..	..
Sarah Ellen Clash.....	" .....	3	625	..	..	✓	..	✓	..	..	✓	..	..
M. Augusta Barton....	" .....	2	350	✓	..	..	..	..	✓	..	..	..	..
John T. Bruehl.....	" .....	11	1150	..	..	..	..	✓	..	..	✓	✓	..
Charles B. Stoudt.....	" .....	4	1100	..	..	..	..	..	✓	..	..	..	..
J. Frederick Stevens...	Stevensville ..	1	1000	..	✓	✓	..	..	..	..	..	..	..
Anna C. Harrison.....	" .....	1	500	✓	..	..	✓	..	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
SOMERSET.														
Frederick E. Gardner..	Crisfield .....	23	1000	..	✓	..	✓	..	✓	..	..	..	..	..
H. E. Collins.....	" .....	5	600	..	..	✓	✓	✓	..	..	..	..	..	..
Addie Handy.....	" .....	4	525	✓	..	..	..	✓	..	..	..	..	..	..
M. Louise Windsor.....	" .....	1	600	..	..	..	..	..	✓	..	..	..	..	..
Howard T. Ruhl.....	Princess Anne .	6	1000	..	..	..	✓	✓	..	..	..	..	..	..
H. L. Brittingham.....	" .....	6	600	..	✓	..	..	✓	..	..	..	..	..	..
Elsie M. Cox.....	" .....	1	525	✓	..	✓	..	..	..	..	..	..	..	..
Tempie Bassford.....	" .....	5	500	..	..	..	..	..	..	..	✓	..	..	..
TALBOT.														
Sydney S. Handy.....	Easton .....	12	1400	✓	✓	..	✓	✓	..	..	..	..	..	..
Mary T. Brennan.....	" .....	6	625	✓	✓	..	✓	✓	..	..	..	..	..	..
Clara B. Price.....	" .....	4	575	✓	✓	✓	..	..	..	..	..	..	..	..
A. Louise Chaffinch....	" .....	5	500	✓	..	✓	✓	✓	..	..	..	..	..	..
W. L. Hull.....	" .....	4	800	..	..	..	..	..	..	..	✓	✓	..	..
Bessie P. Taylor.....	" .....	3	500	✓	..	..	..	..	..	✓	..	✓	..	..
Olive I. Henry.....	" .....	3	500	..	..	..	..	..	✓	..	..	..	..	..
Henry E. Adams.....	St. Michaels .	21	1000	✓	✓	..	✓	..	..	..	..	..	..	..
Norman E. Smith.....	" .....	5	600	..	✓	..	..	✓	..	..	..	..	..	..
May M. Kemp.....	" .....	9	550	..	..	..	✓	..	✓	..	..	..	..	..
Cora Dodson.....	" .....	1	400	✓	..	..	..	✓	..	..	..	✓	..	..
Nellie Robinson Stevens	Oxford .....	21	1000	✓	..	✓	✓	✓	..	..	..	✓	..	..
Virginia Bouldin.....	" .....	13	600	..	✓	..	..	✓	..	..	..	..	✓	..
Erma B. Stewart.....	" .....	8	450	✓	..	..	✓	..	..	..	..	..	..	..
Sarah L. Seth.....	" .....	1	500	..	..	..	..	..	✓	..	..	..	..	..
W. N. Grubb.....	Trappe .....	4	1000	..	✓	..	✓	✓	..	..	..	..	..	..
Isabelle B. Mullikin....	" .....	4	500	✓	..	✓	..	✓	..	..	..	..	..	✓
Nellie P. Willis.....	" .....	1	500	..	✓	✓	..	..	✓	..	..	..	..	..

\*Years' Experience as High School Teacher.

Names by Counties	School Address	* Experience	Salary	SUBJECTS TAUGHT									
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing
WASHINGTON.													
John D. Zentmeyer.....	Hagerstown ..	3	1365	✓	✓	..	✓	✓	..	..	..	..	..
J. B. H. Bowser.....	" .....	6	1000	✓	✓	..	✓	✓	..	..	..	..	..
Edith M. Hill.....	" .....	4	650	✓	✓	✓	..	..	..	..	..	..	..
I. K. Shank.....	" .....	1	800	✓	..	✓	✓	✓	..	..	..	..	..
D. Webster Groh, Jr...	" .....	3	900	..	..	..	..	..	✓	..	..	..	..
H. M. Lippy.....	" .....	8	1000	..	..	..	..	..	..	..	✓	✓	..
John B. Houser.....	" .....	20	1300	..	✓	✓	✓	..	..	..	..	..	..
H. L. Reinhart.....	" .....	16	1000	..	✓	..	✓	✓	..	..	..	..	..
Ina L. Slaughenhaupt..	" .....	6	650	✓	..	✓	..	..	..	..	..	..	..
Laura C. King.....	" .....	10	850	✓	✓	..	..	✓	..	..	..	..	..
Mary M. Kaylor.....	" .....	4	650	..	..	..	..	..	✓	..	..	..	..
Elizabeth Brown.....	" .....	3	700	..	..	..	..	..	..	..	✓	✓	..
WICOMICO.													
George Pierce.....	Salisbury .....	9	1300	..	..	..	..	✓	..	..	✓	..	..
N. Price Turner.....	" .....	13	765	..	..	..	..	✓	✓	..	..	..	..
E. Vaughn Jacobs.....	" .....	3	630	..	✓	..	..	..	..	..	..	..	..
Lettie Gassett.....	" .....	6	720	✓	..	..	..	..	..	..	..	..	..
Alma Lankford.....	" .....	3	490	✓	..	✓	..	..	..	..	..	..	..
Ruth Fritzinger.....	" .....	2	630	..	..	..	✓	..	..	..	..	..	..
Anne Dashiell.....	" .....	1	540	..	..	..	..	..	..	..	✓	..	..
Flora McElhinney.....	" .....	3	855	..	..	..	..	✓	..	..	✓	..	..
Maud Bishop.....	" .....	4	585	..	..	..	..	..	✓	..	..	..	..
J. Frank McBee.....	Sharptown ..	13	1000	..	✓	✓	..	..	..	..	..	..	..
Edwin K. McIntorto...	" .....	3	540	..	..	..	..	✓	✓	..	..	..	..
Mary Colley.....	" .....	4	500	✓	..	..	✓	..	..	..	..	..	..
Ida May Taylor.....	" .....	3	630	..	..	..	..	..	..	..	✓	✓	✓
Morris L. Stier.....	Delmar .....	8	900	..	✓	..	✓	✓	..	..	..	..	..
Laura E. Ruark.....	" .....	2	400	✓	..	✓	✓	..	..	..	..	..	..
Mary Pusey.....	" .....	1	360	..	..	..	..	..	✓	..	..	..	..

\*Years' Experience as High School Teacher.



Names by Counties	School Address	*Experience	Salary	SUBJECTS TAUGHT										
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Econ.	Drawing	Music
Ruby Cooper.....	Delmar .....	2	360	..	..	✓	✓	..	..	..	..	..	..	..
Alice Carter.....	“ .....	1	450	..	..	..	..	✓	..	..	..	..	..	..
Stella Carter.....	“ .....	1	400	..	..	✓	..	..	..	..	..	..	..	..
WORCESTER.														
Mary H. Stevenson....	Pocomoke City.	12	1200	✓	..	..	..	..	..	..	..	..	..	..
Lulu King.....	“ .....	3	500	..	..	✓	..	✓	..	..	..	..	..	..
E. Maud Townsend....	“ .....	4	500	..	✓	..	..	✓	..	..	..	..	..	..
Susie M. Ames.....	“ .....	5	500	..	..	..	✓	..	..	..	..	..	..	..
Myrna T. Stevenson....	“ .....			✓	..	..	..	..	..	..	..	..	..	..
Bessie Jones.....	“ .....			..	..	..	..	..	..	..	..	..	✓	..
Ethel M. Dix.....	“ .....	3	500	..	..	..	..	..	..	..	..	✓	..	..
Anna Adkins.....	“ .....	1	500	..	..	..	..	..	..	..	✓	..	..	..
Mildred T. Collins....	“ .....	1	500	..	..	..	..	✓	..	..	..	..	..	..
Arthur C. Humphreys..	Snow Hill .....	13	1200	..	✓	..	✓	..	..	..	..	..	..	..
Mrs. Edna S. Whaley...	“ .....	11	500	✓	..	..	..	..	..	..	..	..	..	..
Julia F. Bratten.....	“ .....	4	500	..	✓	✓	..	..	..	..	..	..	..	..
Harriet K. Storm.....	“ .....	1	500	..	..	..	..	✓	..	..	..	..	..	..
Mary A. Townsend....	“ .....	5	500	..	..	..	..	..	✓	..	..	..	..	..
L. J. Kelley.....	“ .....	11	500	..	..	..	..	..	..	..	✓	..	..	..
Nancy Purnell.....	“ .....	2	500	..	..	..	..	..	..	..	..	✓	..	..
Nettie B. Carey.....	Berlin .....	23	1000	✓	✓	✓	✓	..	..	..	..	..	..	..
Ella Massey.....	“ .....	8	500	✓	✓	✓	✓	..	..	..	..	..	..	..
Louise Dickinson.....	“ .....	2	500	..	..	..	..	✓	..	..	..	..	..	..
Mary F. Bailey.....	“ .....	2	500	..	..	..	..	..	✓	..	..	..	..	..
Marguerite Ayres.....	“ .....	2	500	..	..	..	..	..	..	..	✓	✓	..	..
John S. Hill.....	Stockton .....	25	1000	..	✓	..	✓	✓	..	..	..	..	..	..
Lucile Ross Taylor....	“ .....	2	500	✓	..	✓	..	..	..	..	..	..	..	..
Annie B. Colona.....	“ .....	3	350	..	..	✓	..	..	..	..	..	..	..	..
Annie M. Adkins.....	“ .....	2	700	..	..	..	..	..	..	..	✓	✓	..	..

\*Years' Experience as High School Teacher.

# PUBLIC SCHOOL ANNIVERSARIES

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## WASHINGTON'S BIRTHDAY

(Sunday, February 22, 1914.—To be celebrated in the schools  
Monday, February 23.)

### SUGGESTIVE PROGRAM.

Song—A Patriotic Selection.....The School.  
Recitation—"The Fatherland".....A Pupil.  
Reading—"Washington's Fame in the Land of the Rainbow  
Flag".....Advanced Pupil.  
Song—"George Washington".....The School.  
Recitation—"The New George Washington".....A Small Boy.  
Recitation—Selected.....A Pupil.  
An Acrostic.....Six Small Children.  
"Influence of Washington's Character on Our Times"....The Teacher.  
Closing Song—Selected.....The School.

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### WASHINGTON.

EMERSON.

Blessed with genius, a gift so rare,  
That none with him could then compare,  
Destined in the realm of fate—  
A mind organic, high estate—  
To be a Washington.

Behold the splendors of that night!  
Grand Borealis shineth bright,  
In colors red, and white, and blue,  
Blending, mingling heavenly hue,  
As God and man and son.

If character's a gift supreme,  
Divine is man, divine my theme,  
Divine is God, divine the Son,  
A blending, mingling into one  
God's gifts to Washington.

## GEORGE WASHINGTON.

He was black as the ace of spades, you see,  
And scarcely as high as a tall man's knee;  
And wore a hat that was minus a brim,  
But that, of course, mattered nothing to him;  
His jacket—or what there was left of it—  
Scorned his little black shoulders to fit;  
And as for stockings and shoes, dear me!  
Nothing about such things knew he.

He sat on the curbstone one pleasant day,  
Placidly passing the hours away;  
His hands in the holes which for pockets were meant,  
His thoughts on the clouds overhead were intent;  
When down the street suddenly, marching along,  
Came soldiers and horses, and such a great throng  
Of boys and of men, as they crowded the street,  
That with "Hip, hip, hurrah!" the lad sprang to his feet,  
And joined the procession, his face in a grin,  
For here was a good time that "dis chile is in!"  
How he stretched out his legs to the beat of the drum,  
Thinking surely at last 'twas the jubilee come!

Then suddenly wondering what 'twas about—  
The soldiers, the music, and all—with a shout  
He hailed a small comrade, "Hi Cæsar, you know  
What all dis purcissions' a-marchin' fur so?"  
"Go 'long, you George Wash'n'ton," Cæsar replied,  
"In dis yere great kentry you ain't got no pride!  
Dis is Wash'n'ton's Bifrday; you oughter know dat,  
Wid yeer head growed so big bust the brim off yeer hat."  
For a moment George Washington stood in surprise,  
While plainer to view grew the whites of his eyes;  
Then swift to the front of the ranks scampered he,  
This mite of a chap hardly high as your knee.

The soldiers looked stern, and an officer said,  
As he rapped with his sword on the black, woolly head,  
"Come, boy, clear the road; what a figure you are!"  
Came the ready reply, "I'se George Wash'n'ton, sah!  
But I didn't know nuffin' about my bifrday."  
Just then a policeman—of course, it was mean—  
Removed young George Washington far from the scene.

—*Harper's Young People.*

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HYMN.

By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers stood  
And fired the shot heard round the world.

The foe long since in silence slept;  
 Alike the conqueror silent sleeps;  
 And Time the ruined bridge has swept  
 Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
 We set today a votive stone;  
 That memory may their deed redeem  
 When, like our sires, our sons are gone.

Spirit, that made those heroes dare  
 To die, or leave their children free,  
 Bid Time and Nature gently spare  
 The shaft we raise to them and thee.

Permission, Moffat, Yard & Co.

*Ralph Waldo Emerson.*

### THE NEW GEORGE WASHINGTON.

ANONYMOUS.

(To be recited by a small boy.)

I am six years old,  
 And like play and fun.  
 I mean to grow up  
 Like George Washington.

So when mother said,  
 "Who ate all the pie?"  
 I spoke like a man,  
 And said, "It was I."

But she didn't say  
 She'd rather lose the pie?"  
 And know that her boy  
 Would not tell a lie.

She just shut me up  
 Where I couldn't see,  
 Then sent me to bed  
 Without any tea.

Permission, Moffat, Yard & Co. — *From American Holidays Series.*

### THE FATHERLAND.

Where is the true man's fatherland?  
 Is it where he by chance is born?  
 Doth not the yearning spirit scorn  
 In such scant borders to be spanned?  
 Oh, yes! his fatherland must be  
 As the blue heaven, wide and free!

Is it alone where freedom is,  
 Where God is God and man is man?  
 Doth he not claim a broader span  
 For the soul's love of home than this?  
 Oh, yes! his fatherland must be  
 As the blue heaven, wide and free!

Where'er a human heart doth wear  
 Joy's myrtle-wreath or sorrow's gyves,  
 Where'er a human spirit strives  
 After a life more true and fair,  
 There is the true man's birthplace grand,  
 His is a world-wide fatherland!

Where'er a single slave doth pine,  
 Where'er one man may help another,—  
 Thank God for such a birthright, brother,—  
 That spot of earth is thine and mine!  
 There is the true man's birthplace grand,  
 His is a world-wide fatherland!

*James Russell Lowell.*

#### WHEN WASHINGTON WAS PRESIDENT.

When Washington was President  
 He saw full many an icicle;  
 But never on a railroad went,  
 And never rode a bicycle.

He read by no electric lamp,  
 Nor heard of Yellowstone;  
 He never licked a postage stamp,  
 And never saw a telephone.

His trousers ended at the knees;  
 By wire he could not send dispatch;  
 He filled his lamp with whale-oil grease,  
 And never had a match to scratch.

But in these days it's come to pass,  
 All work is with such dashing done—  
 We've all those things; but, then, alas!  
 We seem to have no Washington.  
—Selected.

#### GEORGE WASHINGTON.

A SONG.

(Words and music by T. B. Weaver, Prospect, O.)

What little boy, once on a time,  
 Whose name is known in ev'ry clime.



Received a hatchet, sharp and new,  
 And did not know what else to do,  
 Than to chop, than to chop,  
 Than to chop with all his might and glee?  
 Than to chop, than to chop,  
 Than to chop his father's cherry tree?  
 Oh, can you tell us who was he,  
 And why he chopped the cherry tree?

What little boy, when once he knew  
 That it was not the thing to do  
 To chop the tree and make it die,  
 Confessed and said, "I can not lie!  
 But I chopped, but I chopped,  
 But I chopped with all my might and glee;  
 But I chopped, but I chopped,  
 But I chopped the handsome cherry tree."  
 Oh, can you tell us truly why  
 He told the truth and would not lie?

What little boy, to manhood grown,  
 Was loved and praised wherever known,  
 And was the leader of our hosts  
 Who drove oppression from our coasts?  
 How he marched, how he fought  
 Through the winter's snow and frost and sleet,  
 How he toiled, how he prayed,  
 How he won us victory from defeat!  
 Oh, can you tell what boy is meant?  
 He was our first great President.

—*The School Century.* By permission.

## FEBRUARY.

February, February,  
 How your moods and actions vary,  
 Or to seek or shun!  
 Now a smile of sunlight lifting;  
 Now in chilly snowflakes drifting;  
 Now with icy shutters creeping  
 Silver webs are spun.  
 Now with leaden torrents leaping,  
 Oceanward you run;  
 Now with bells you blithely sing  
 'Neath the stars or sun;  
 Now a blade of burdock bring  
 To the suff'ring one.  
 February, you are very  
 Dear, when all is done.  
 Many blessings rest above you;  
 You one day (and so we love you)  
 Gave us Washington.

Will Carleton.

N/2055/00485/2378X

TEACHERS COLLEGE

TOWSON, MD.

